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VERMONT SCHOOL JOURNAL,

Devoted to the Educational Interests of the State,

—AND—

Published under the Sanction of the Vermont State Teachers' Association.

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VOLUME FOURTH.

WEST BRATTLEBORO'.

1862.

* Mr. Leavenworth was Associate Editor one half of the year.

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VERMONT SCHOOL JOURNAL.

Vol. IV.

JANUARY, 1862.

No. I.

From Report of Board of Education.

THE COLLEGE AND COMMON SCHOOLS.

The college lies at the bottom. It is the source of the other and lower grades, and demands the most careful cherishing, even when we extend our views no farther than the common schools. They never have flourished, they never will flourish, they cannot flourish, without the college; because without that their root is cut off, and they must die, as soon as the vitality they have already derived from it is exhausted.

To see the reason of this, it is only necessary to consider that the hearty fostering and support of the common schools, like all other similar interests, depend upon the moral and intellectual tone of the community; i. e., upon the *cultivation* of the community. And we need not take time to illustrate the fact that cultivating and elevating influences descend from the higher upon the lower; they do not ascend from the lower into the higher. It is the cultivating power of the higher and profounder learning of the college that communicates the tone and sentiment, that appreciate rightly the common school. In the order of influence and power the college stands first, and is the condition without which the other would not exist. Our boys, it is true, begin their education in the common school, and go through the grades above until they reach the college. But it is the college that draws them up and allures them forward, and helps them onward. It is the college that develops and matures the science, the elements of which are learned in the

common school. It is the college that educates the men who make the books learned in the common school. "Webster's Spelling Book, from which millions of our countrymen obtain the first elements of learning, required all the learning of a Webster to compose and adapt it to its important use. And there is no service his learning has done his countrymen, so great as that which it has wrought in the production of the Elementary Spelling Book. It is the product of the college. Is it to be supposed that every teacher in the common school is able to construct the Maps and Charts which he uses in his daily lessons in Geography? Not one of them, probably, could do it. They are the result of the highest Mathematical knowledge and skill. They are the product of the college. And so of the rest. They are the fruits of a learning which knows how to adapt the elements of knowledge in such a way as to lead best and most easily to that which awaits the boy in a higher sphere. So that the whole community, both men and women, are, in an important sense, college educated. The learning, more or less, which we have derived from books is college learning. One may have followed up the stream no higher than to the common school; another may have stopped half way at the academy; another may have gone farther and drank at the collegiate spring, but whatever the amount and extent of our school education, it is collegiate education after all, as far as it goes.

The idea, therefore, that the mass of the people have no concern in the college, can arise only from want of reflection. The man who will give himself the trouble to look at the subject, will perceive that the influence of the college is not limited to those who enter its walls. Indeed some who have not even stepped within its halls, often derive more benefit from it, indirectly, than some others who have had access to all its privileges. A man might as well say that he was not indebted to the ocean and sky for the mountain spring at which he drinks, because he

never filled his dish from the sea; or for the rains that water his field, or the river that floats his merchandise, because he does not engage in foreign commerce. As the ocean is the source from which the clouds derive the rains which water and refresh the earth, so the higher institutions of learning are the chief sources of the good culture which pervades society. There is not one of us who can say: "The college is not for me." It is absurd to say: "I am satisfied with humbler and less remote sources of knowledge. So far as it concerns me, I am content even if their doors should be closed and their halls deserted." That would be as if a man should say: "The sun in the heavens is too high and remote a luminary for my use. I have no interest in it. For my humble wants, I am content with the light that discloses to my view the common objects of use or beauty which lie about me. Extinguish the sun and it concerns not me."

In fact, there is not a tool or implement in common use whose construction does not involve an amount of scientific knowledge quite beyond the thought of those who use it. A good plow is the slow and cautious result of scientific principles, whereby the greatest effect in pulverizing and loosening the soil could be secured; the greatest strength combined with the least weight; and the draught so applied as to exert the greatest power with the smallest strain; questions whose solution involves the most intimate acquaintance with mechanical laws and their applications. Mere experience and ingenuity never made the discovery. The ancients were as observing and ingenious as the men of our day, and we are astonished at the rudeness and inconvenience of their implements. And a farmer of the present day would be regarded almost a barbarian, who should be seen using the heavy, awkward plows, which we can well remember as the best in use, and with no thought of better—less than a generation back. So simple a tool as an axe or a knife, in the perfect form in which we now have them, involves

a combination of scientific and chemical knowledge, to say nothing of mechanical skill, which experience and ingenuity, unguided by science, are utterly unequal to. The rude stone hatchet of the North American savage is a more ingenious instrument than the modern axe, and probably no living man could make one like it. We see in it the highest reach of experience and practice, without the light of scientific knowledge.

The inquiry may be raised whether the arts which science has already invented would continue without the further cultivation and maintenance of the same science. We answer, No. Where science dies out, the arts which have sprung from it are soon forgotten. The pyramids and temples of Egypt have survived both the knowledge and the art which erected them. The petrified nations of the East, as China, for instance, where science was cultivated ages ago, but by degrees declined and disappeared, have made no progress for generations past, except the little which has manifestly resulted from the light recently forced upon them by the aggressive march of the modern civilization, and appear to be as ignorant of even the monuments of their earlier art as their own mummies. For ages all progress has been at a stand-still; and it would require but little aid from the imagination to regard them as *human fossils*. And there is nothing at all incredible in the thought that this should be so. For the stream cannot continue full, after the fountain has become dry. Science is the fountain of art; experience and skill are its channels. Keep the fountains full, and the channels will not be wanting. Dry up the fountains, and what was once a flowing river, with its banks crowned with bloom and verdure, becomes an empty ditch or a stagnant pool.

While, therefore, the public attention is directed to, and their interest quickened in the Common Schools, it should be in no narrow spirit, but with a liberal appreciation of all the relations and interdependencies subsisting in the great system of public education as a whole, that

each part may be strengthened by all the others, and all grow and advance together.

SCHOOL GYMNASTICS.

BY DIO LEWIS, M. D.

I selected the bean bag games to appear first in these contributions, because they are simple and the apparatus cheap. Besides they are very fascinating, and will serve to overcome suspicions and criticisms which all new things must encounter.

No. 18. Turn your back to your partner, and bend backwards so that you can see him. He bends back so that he may see you, and then you throw the bag to him as represented in *Fig. 11*. Always cry, *ready!* that he may not be kept waiting too long in an uncomfortable position.

No. 19. Face your partner, and throw from the position represented in *Fig. 12*, holding the bag on the back of the hand.

No. 20. Same as the last, except the left hand is employed.



Figure 11.



Figure 12.



Figure 13.

No. 21. Face your partner, and throw the bag around the back and over the opposite shoulder, as shown in *Fig. 13*.

No. 22. Same as the last, except you use the other hand.

No. 23. Each couple having ten bags; you throw to your partner, and he catches as many as he can hold, folding his arms. (*Fig. 14.*) This one will not ordinarily be played in class, as the number of bags will scarcely be sufficient.

No. 24. The two classes will stand as represented in *Fig. 15.* Place ten bags on a chair or box at the feet of the first player of each class. The leader gives the word, *one, two, three*, and the two classes compete in passing the bags over their heads backwards, to the foot of the class, when they whirl round and immediately pass them back. The class which has the entire ten on the chair or box at its head first, counts one in the game. It is usual to make the game three, five, or ten.



Figure 14.

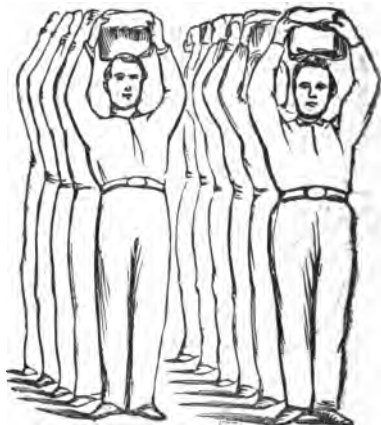


Figure 15.

No. 25. Let the two classes face each other again, and pass the bags as in the last, except that they are carried along in front as high as the chest, being careful not to stoop forward.

No. 26. Let the bags be placed at the head of one of the classes. We will call this class No. 1; the other class No. 2. The first player in class No. 1 throws a bag to

the first player of class No. 2, who throws it back to the second player in class No. 1, who throws it back to the second player in class No. 2, who, in turn, throws it to the third player in class No. 1, and so on, working it down to the foot of the class.

But one bag is not allowed to make the trip alone; all follow, one after another, in rapid succession.

In this game the bags are all thrown from the chest with both hands, as represented in No. 1 of the bag exercises. (See Dec. No., page 359.—Eds.)

No. 27. The whole company may now be divided into trios, each trio playing with three bags, as represented in *Fig. 16*. Each one throws the bag to the player at his right hand, and at the same time catches the bag thrown from the player at his left.



Figure 16.

To secure the proper distance between the players for this game, they should take each other by the hands, and pulling hard, they will have the right positions. Each player must look constantly at the one from whom he receives the bags, and never for a moment at the one to whom he throws. If they forget this rule, the bags will soon fall to the floor.

No. 28. Same as the last, except the bags are passed the opposite way.

No. 29. The company is again divided into couples, and each plays with two, three, four, or more bags. A throws a bag with his right hand to B, who catches it with his left hand, and immediately changing it to his right, throws it back to A, who catches it with his left, and changing it to his right, throws it back again to B. (*Fig. 17.*) Two, three, four, or five bags, can be made to perform this circle between two players at the same time.

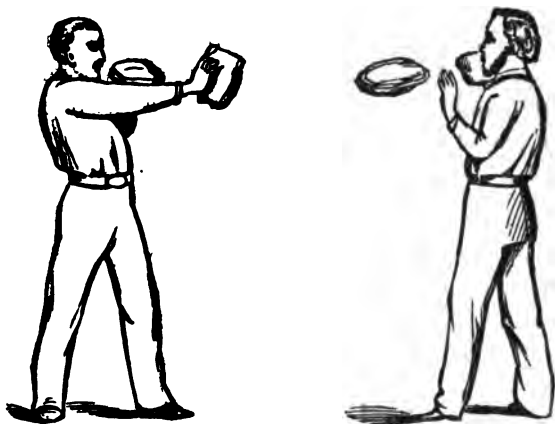


Figure 17.

The bags, in this as in all other bag exercises except one, should be thrown and not tossed.

No. 30. Same as the last, except the bags are thrown with the left and caught with the right hand.

No. 31. Now the players will stand in two classes again, the classes to be six feet apart, and the players in each party to be six feet from each other. Place six bags on a chair at the head of each class. Upon the word *one, two, THREE!* the first player of each class seizes a bag, and runs with it to the second player, who carries it to the third, who in turn rushes to the fourth, and so on to the foot of the class. But one bag is not allowed to make

the journey alone. One at a time the whole six are hurried onward. Instantly and without any signal they are sent back to the head of the class in the same order. The class which has its six bags on the chair at the head of the class first, counts one in the game.

THE MANAGEMENT OF ACADEMIES.

HINT NUMBER ONE.

The academy to-day is not just what it was two generations ago. To-day, instruction in these schools is given almost wholly to classes, and recitation before the class constitutes a great part of each pupil's mental training, and also an important part of the instruction given to the class. The pupil is now both student and teacher. Formerly the class element was much less prominent than now, and the pupil's influence as a teacher correspondingly less. The means of intellectual contact and influence among pupils, is abundantly increased by the present methods. The school has a more distinctly defined character. It has a common life; classes and scholars are but members of an organized vital whole, the protection and education of which are essential to the protection and education of its individual members. In this vitalized wholeness, our academies differ now from what they formerly were, more than anything else. Are not some old customs ill adapted to this new condition? Yes; and one of them is the admission of pupils for less than a whole term.

Where this is permitted, the spirit, the life and character of a school are liable to be changed during each term, or, what is worse, to be unsettled throughout it. Classes carefully organized and arranged at the earliest possible moment in the term, must have their time of reciting changed, causing derangement in the plans, and a consequent loss of time to many students; must have their harmony disturbed and their efficiency weakened, by the admission of members without the preparatory training on

which the spirit of the class and its future success depend. And again, the *esprit de corps* of the class is broken, and perhaps its remaining members discouraged, by losing a part of its number when in full progress. Can an army subject to such disadvantages act efficiently? Let the history of our Revolutionary War and of the last summer testify.

In any school which is worth attending at all, a term is a complete whole, having beginning, middle and end, no one of which is complete without the others. They cannot be enjoyed, one one term and another the next. Text-books, teachers, pupils, the number, age, proportion of sexes of pupils, the health of teachers and pupils,—none of these are unvarying. Some are very variable—all are important conditions in the life of a school. Can one term complete what another has begun? But the worst of it is, half-term scholars seldom make any attempt to begin and complete anything, and it is this which renders half-term attendance a rarely mitigated evil. The pupil thinks, and with some reason, that it makes but little difference what he studies for so short a time; he feels, too, if he does not think it, that no great obligation rests upon him to be strictly observant of the rules of a school he is to be a member of for but five or six weeks; and the result is indifference of spirit and indifference of performance, which must needs affect some more permanent members of the school, until it lowers the ambition and lessens the ability of every member of the school, and lessens the ability of the teacher also.

Are there any remedies for half-term and other irregular attendance? Yes. First of all, make your school to be really an excellent and attractive one. Then let it be a rule to charge every pupil the tuition of a full term, and deviate from it only in the rarest cases. Let it be a rule to form no new classes after the second, or at furthest, after the third day of any term; and deviate from it never. Excuse no scholar before the close of the term, except

under imperative necessity. Affix such penalties to the leaving of school before the close of a term as are best suited to your locality. All these suggestions are now carried into effect in some of the schools of our state, and with energetic and cautious action, could be carried out in every one of them in a short time. Shall not the number be increased? Who says, "Put my name down, sir?"

WARD.

OUR COUNTRY AND OUR HOME.

JAMES MONTGOMERY.

"There is a land, of every land the pride ;
Beloved by Heaven o'er all the world beside ;
Where brighter suns dispense serener light,
And milder moons emparadise the night ;
A land of beauty, virtue, valor, truth,
Time-tutored age, and love exalted youth.
The wandering mariner, whose eye explores
The wealthiest isles, the most enchanting shores,
Views not a realm so beautiful and fair,
Nor breathes the spirit of a purer air ;
In every clime, the magnet of his soul,
Touched by remembrance trembles to that pole ;
For in this land of Heaven's peculiar grace,
The heritage of Nature's noblest race,
There is a spot of earth supremely bless'd,
A dearer, sweeter spot than all the rest,
Where man, creation's tyrant, casts aside
His sword and sceptre, pageantry and pride,
While in his softened looks benignly blend
The sire, the son, the husband, father, friend.
Here woman reigns ; the mother, daughter, wife.
Strewed with fresh blossoms the narrow way of life ;
In the clear heaven of her delightful eye,
An angel-guard of loves and graces lie ;
Around her knees domestic duties meet,
And fireside pleasures gambol at her feet.
Where shall that *land*, that *spot of earth* be found ?
Art thou a man ?—a patriot ? look around ;
Oh ! thou shalt find, howe'er thy footsteps roam,
That land *thy* country, and that spot *thy* home."

Whatever is necessary to be done, can be done. Nature is too wise and beneficent to yoke necessity with impossibility.

RAISING THE WIND.

"Do you know where a school is to be had?" said a spruce young Sophomore to me not long ago. "A friend of mine wishes to get a school somewhere. He wants to raise the wind." "Opportunities," I replied, "are few, as there are far more applications than places." He passed on, but his last remark came ringing back into my ears. I could not forget it. He wants to raise the wind. He wants to get a little money to help him through his studies, or to satisfy some immediate demand. He has, probably, no *intention* of making teaching a profession. He has no elevated and noble conceptions of a teacher's duties, influence, and responsibilities, or the dignity of his calling. He *cares* for none of these things. The ultimatum of his wishes will be realized, should he find a committee foolish enough to employ him; when, after having eked out his twelve or fourteen weeks, he receives the coveted price for which he consented to stay in the school-house. What a motive to animate the bosom of a young man who aspires to the office of an instructor of youth! and what will be its probable effect upon his pupils? So far as a teacher possesses any influence over his scholars, so far he will impress upon their minds his *own* ideas, or the prominent traits of his own character. If he is himself actuated by unworthy motives, he will place unworthy motives before them. If he is vain, self-conceited, or unprincipled, he will impart to them a portion of his own character. But if, on the contrary, he is animated by noble and generous impulses; if he is moved by lofty aspirations, and inspired by a holy purpose to elevate our common humanity; if he earnestly seeks to confer upon his pupils a great and lasting good; he will find them unconsciously catching the inspiration of his sentiments, and imitating his noble example. "Whatsoever a man soweth that shall he also reap," is no less true now than when penned by the divine apostle. He that soweth to the wind, may be sure of ultimately reaping the whirlwind;

and the short-sighted individual who undertakes to teach school with no higher motive than that of "Raising the Wind," may raise such a tempest about his head that all his shrewdness will not be able to control it, or prevent its hurling him to a just and merited oblivion. C. A. C.

OBJECT TEACHING.

John Amos Comenius, an exiled teacher of Austria, about the middle of the seventeenth century, wrote:—"Instruction must begin with actual inspection, not with verbal description of things. From such inspection it is that certain knowledge comes. What is actually seen, remains faster in the memory than description or enumeration, a hundred times as often repeated." The great Swiss educator, Pestalozzi, said, at the close of the sixteenth century: "Observation is the absolute basis of all knowledge. The first object then, in education, must be to lead a child to observe with accuracy; second to express with correctness the results of his observation."

This subject, is at present, attracting much attention among the best educators of our land, and it becomes all who assume the position of the teacher, to become familiar with this method of instruction. This system implies teaching from objects; the unknown from the known.

To explain this principle as applied in instructing pupils before they begin to gain knowledge from books, we will take a simple example from "Calkin's Object Lessons."—

How many eyes have you? What are your eyes for? What do you call this eye? "The right eye." And this? "The left eye." Now look at the eye of the child next you and tell me what you see—look at the middle of the eye. "I see a small round black spot." See if the spot is the same in other eyes. This spot is called the *pupil*. It looks black because the inside of the eye into which we look through it is dark. It is through this opening that the light enters the eye and enables it to see. What

do you observe around the pupil? "A colored ring." Look and tell me if the ring is of the same color in every eye. "No; in some it is blue, in some black, in some gray, and in some brown." When it is blue what would you say of the eyes? "They are blue eyes." Yes; and when quite dark, we say the person has black eyes. This colored ring around the *pupil* is called the *iris*.

Now look at each other's eyes again, and tell me what you observe outside of the *iris*. "Something that looks like a white ball." That is called the *eye-ball*. How many eye-balls have you? What have you on your eye-ball? "The *pupil* and the *iris*." On what part of the *eye-ball* is the *pupil*? "On the front part, in the middle; the *iris* is around it." Now I wish you to examine the position of the eye in the head, and tell me what you observe. "It is placed in a hole in the head." That hole is called a *socket*. Now tell me once more how the eye is placed? "It is placed in a socket, with bones all around, except in front." Now observe how the forehead juts over the eyes, and how the nose rises between them, and how the cheek bones protect them from injury. If some one should strike you over the eyes, you see how admirably they would be protected from severe injury. Can you tell me what covers the eye? "The *eye-lid*." How many eye-lids have you to one eye? What do you call the eye-lid nearest to your forehead? What the one under the eye? Which eyelid am I touching? "The upper eyelid of the right eye." What is the edge of the eyelids? What do you call the hairs at the edge of your eyelids? Are there any other hairs near your eyelids? What are they called? Where are your eyebrows? Of what use are the eyebrows? "For good looks." Well, that may be one of the uses, but it is not the most important one. You have sometimes perspired so that the water would drop from your forehead; now can you tell me where the water drops off? "At the end of the eyebrows, on each side of the face." You have seen an eave-trough, in which the water is carried along the eaves to the corner of the house, and there poured down in one stream. Well, the eyebrows are the eaves to the forehead, and they prevent the perspiration from running down into the eye. The eye-lashes also are a protection to it, besides making it look well. There are a great many small particles of dust flying about in the air, and the eye-lashes by winking keep

them from going into the eye. There are a great many more interesting things which I might tell you about the eye, but I will leave them for another lesson. H.

HARD STUDY NOT UNHEALTHY.

President Felton, while presiding at the first Commencement of Dr. Lewis's Normal Institute for Physical Education, combatted the notion that hard study is unhealthy.

"It is frequently supposed" he said, "that hard study is very unhealthy, and it is even supposed, by some, that young people kill themselves by hard study. I wish to say, emphatically, that all these stories are monstrous fabrications: that no child, girl, boy, man, or woman, ever died of hard study, or even injured himself by hard study; and that all complaints made against schools, of injuring the health of students by hard study, are utterly calumnious and false; and that among the most healthful exercises, the exercises that most promote vigor, strength—physical vigor, physical strength—is the exercise of the human brain—which is itself a physical organ—only it must not be exercised alone. But the pale and puny student, who flatters his self-conceit that he is suffering dyspepsia, and all the ills that come with it, because he is so *intellectual*, may not 'lay that flattering unction to his soul' any longer; it is because he is a *fool*, it is because, he is a fanatic, it is because he has *not* exercised his brain, and neglected the other parts of his system also. With a sound system of physical exercise, and healthy modes of living, that same pale and self-fancying intellectual being would accomplish twice, four times the intellectual work that has brought him to death's door—and he prides himself on being in that very pleasant position.

"It has been proved, by statistics, that among the longest lived, as a general rule, are the most intellectual. Professor Pierce, of our University, examined the subject, and he found, somewhat to the surprise of a portion of community—I won't say what portion—that, taking classes in the average, those that are the first to die are those who are the dumbest and stupidest and most irregular during their college life; while, as a general rule—of course there are exceptions, but exceptions prove the rule in this as in all other things—that good scholars, those who exercise their brains constantly, thoroughly, faithfully, and

have performed all their duties conscientiously, are the longest lived. I think these are facts really worth being impressed upon the young."

THE STUDY OF GRAMMAR.

This science is at once the most important and the most sadly abused of any pretended to be taught in our public schools. In most of them instruction in it, as far as attempted, is worse than useless—it is disastrously injurious. Prof. Russell aptly illustrates the too common effect of the usual method pursued, as follows:—

A boy who had studied grammar a long time, got tired of it, and did not wish to go over the definitions again.—To test him, the new teacher asked him, "Do you think you understand all that you have studied?" "O yes, sir, I know it all." "Well, here is the definition of an indefinite article; what is that?" "A or an is styled the indefinite article, and is used in a vague sense; in other respects indeterminate." (This he had learned, word for word, from his grammar.) "Do you understand that fully?" "O yes, sir." "Will you tell me what 'styled' means?" "Why, it means something sort of grand-stylish." "What does 'article' mean?" "It means, why it means anything which we see." "What does 'vague' mean?" "I do not know, sir." "Well, what does 'indeterminate' mean?"—"Being very determined about it, sir."

The above is an extreme illustration, I allow, but every one of my readers who has had any pedagogic experience, has frequently met with as extreme cases. The practice of taking scholars 'through grammar,' i. e., of requiring them to commit to memory its definitions and rules, without stopping to illustrate every principle as it comes up, by example upon example, and carefully to define the exact meaning of every word used, may safely be put down as the common cause of this mischief. Much has been said and written upon the question, At what age shall scholars begin the study of grammar? If they are to be taught in the 'old way,' the way which I was 'put through,' they will never be old enough to travel it with-

out receiving many a scratch and a tear from the briers and thorns that line it and hedge it up, whose scars time and pains-taking culture will never efface.

But if the child is to be taught the correct use of his language, let the mother initiate him to a familiarity with its simpler forms, (which in our language, fortunately, we have often thought, are the most irregular.) When he passes from the nursery to the school-room, let the teacher take up the work where the judicious and watchful parent has left it, and carry it on in the same common sense way. But if the parent has neglected this necessary initiatory instruction, then the teacher, in order to succeed, must commence where the parent should have commenced, and first carefully weed out the errors that have taken root.

Fearing that I shall be too lengthy, if I attempt, at this time, an exposition of my own views, I will simply state my belief that the study of grammar—the correct use of language, is the first in importance and the first in order of time, and close with the following “HINTS,” by J. R. Richards, “on the way by which the *early* study of grammar may be made both profitable and interesting.

First. Do not plunge the pupil at first, *a la Brown* or *somebody else*,” (I would say in this part of Vermont, *a la Green*,) “into a maze of rules for writing, rules for spelling, rules for punctuation, rules for the use of capitals, and rules for every thing. If they must be learned at this time, do it yourself some night, after the fatigue of a hard day’s teaching, but let the scholar go free for a time.

Second. While you require correct definitions from the pupil, be sure to make them intelligible to his mind.

Third. Give abundant practice, both in true and false syntax.

Let grammar be thus taught by a live teacher, and it will soon cease to be the dread of the pupils, the trouble of the teacher, the ‘*pons asinorum*’ of authors and publishers, and the fifth wheel of the scholastic coach, in the minds of the public.”

A. E.

EDITORIAL DEPARTMENT.

THE PAST AND FUTURE.

The year has come and gone, and it has borne on its resistless current, events of written history. The heart does not beat, the brain does not throb on earth, that is capable of appreciating the tremendous range of consequences involved in these events. A *civil* war was born of this year, in our beloved country. A million of men are to-day in arms. We hear the most grating thunder-peals of horror ; the artillery of death and disaster roars and crashes from field and fort ; blaze and ruin follow the tread of hostile armies. But amid this "din of battle" and "clash of arms," there arises prophetic organ-tones of praise ; merry bells ring notes of joy ; sweet voices as in dreams, sing of coming peace ; and even from the raging storm we gather elements of hope that America has in prospect a fairer future than she has ever realized.

This is a war of principles ; a war of right against wrong ; of freedom against slavery ; of intelligence against ignorance. Had the North and West done no more for the cause of education than the South have done, this war would never have been ; had the South done as much to diffuse knowledge among the people, there would have been no cause for the war. In the first instance, barbarism would have held unbroken sway over this fair land ; in the second, an intelligent and heaven-born freedom would have been the common birthright of *all* Americans.

We see, therefore, that the Teachers of Vermont have an important interest in this fearful struggle, and we may infer that we have important duties to perform in connection with it.

Our army is fighting for the perpetuity of the glorious institutions which our fathers founded upon free schools and free churches. Our teachers are laboring for the same object. Without the army, the rebellion could not be

crushed; without the school master, our victories would avail nothing for the future. It is theirs to break down a fearful despotism reared upon the ignorance and degradation of the people, and to build up a higher and purer civilization; it is ours to preserve our educational field from waste and ruin. Can we safely relax our efforts? Can we innocently neglect any part of our great work in these times? By no means. There never was a time in the history of Vermont, when there was so much need of special effort on the part of the friends of education, as the present. The Academy, Seminary and College must be cared for; our common schools must be elevated; our "School Journal" must be sustained and our *living* Secretary should be encouraged by the earnest co-operation of every friend of education in the State. It is not enough that we take care of our private interests; the *public* has a demand upon our time and efforts. If any teacher fails to acknowledge the fact, he is unworthy of the name, or the position he occupies.

We wish our fellow laborers and patrons "A HAPPY NEW YEAR." But we can be sincere in this expression only so far as we wish them fidelity in the important work assigned them. Happiness comes not from *seeking*, but in the faithful discharge of individual duty.

RATHER HARD.—A *Lady*, in a letter just received, comments as follows upon a part of our editorial of last month. "A teacher who is 'too poor' to take the Journal, must indeed be a *poor teacher*." Look out, gentlemen, how you attempt to economise. There are hundreds of *females* in the State, (who earn not more than two dollars per week,) who regard themselves able to take and pay for the Journal, while Principals of Academies plead *poverty* as an excuse. One of these public Teachers who claims the confidence and patronage of the community, has raised *one penny* to pay the *return* postage of a copy of the Journal which was sent to him gratuitously!!

FOR SEVENTY FIVE CENTS we will send one Copy of the

School Journal one year, and a copy of "*Gleanings From School Life Experience.*" Who will send us new subscribers? See prospectus on the cover.

DON'T WAIT TO BE DUNNED AGAIN.—We want the 50 cents, the 75 cents and the \$1.00, due us for "value received." Hundreds of dollars still remain unpaid, and yet we have been obliged to advance it to our printer.

A GOOD RESULT.—We are happy to learn that in many instances, the "Remarkable Prophecy," which we published last month, had its desired effect,—viz: to lead the reader to "Search the Scriptures." For a *genuine* 'Remarkable Prophecy,' see Daniel, XI; 40, 41, 43, 44.

MARLBORO' HOTEL on Washington St., Boston, has been our home when in the City, for 20 years. To all who desire an orderly, quiet House, where they will not be annoyed by the fumes of tobacco, or the stench of rum, and where they will receive kind attention and good fare, at moderate prices, we would say; Call at the *Marlboro'*.

WE DON'T KNOW WHICH.— "————— Dec. 30, 1861."
"My Dear Sir:"

"I wish to send my daughter to your school. If you can accommodate her with a good room I will send her next week. Reply by return mail. Yours, truly, &c. B. W."

I must answer this letter, but am puzzled to know how to address my correspondent. Shall I say, Mrs. W., Dear Madame; or Mr. W., Dear Sir? A mistake on so vital a point would be *ludicrous*, yet, I have no means of knowing and must risk a failure of "guessing right." The hand writing is somewhat *feminine*, and the mother often takes the lead in such matters; so I begin "Mrs. W., Dear Madame," and in a note at the bottom apologise, *if* I have made a mistake. Whether to address *Miss* or *Mrs.* is sometimes equally doubtful. Now, is there any way to solve such doubts? I do not know of any, unless each writer indicates the fact in his signature.

CALEDONIA AND ORLEANS COUNTIES have come up nobly to the work of sustaining the Vermont School Journal, as have also Washington and Orange Counties. Principals, Clergymen and Superintendents seem in earnest. They are pledging subscribers by the hundred. Every teacher in one town has become a subscrib-

er. If the friends of education in the other counties should do as much, the Journal would be well sustained. All that is necessary, is a little *interest* and *effort*, and nothing is accomplished in any enterprise without these. Who will lead the way?

THE BEST SCHOOL BOOKS.—Among the best books in use in our Schools are *Quackenbos' Rhetoric*, *Quackenbos' Philosophy*, *Youman's Chemistry*, and *Comings' Physiology*, all published by D. Appleton & Co., 448 and 445 Broadway, New York. See their advertisement in another column.

IMPORTANT TO SCHOOL-MASTERS.—"In the Vermont supreme court it has been decided that though a school-master has in general no right to punish a pupil for misconduct committed after the dismissal of school for the day, and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehavior committed out of school, which has a direct and immediate tendency to injure the school, and subvert the master's authority. The rights of teachers in punishing pupils, and the limitations to those rights, are clearly set forth in the opinion of the court."

This is what we have always maintained, though we have had before no *legal* advice on the subject. Judicious law is always the expression of common sense, and nothing can be plainer than that the master should have entire control over the pupils at all times and everywhere, and have power to punish, so far as their conduct has a tendency, directly or indirectly, to injure the School or to subvert his authority. The scholar is subject to the rules of School, at any rate, as soon as he *leaves* home and until he has returned, by permission of his master. And even *at home*, while under the authority of his parents, he may also be subject to the Teacher. For instance, three rebel boys have left school, at night, with a determination to annoy their master as much as possible. With permission from their parents, they spend the evening together, devising mischief and executing their plans. They have done nothing *at school*, worthy of censure, yet, have raised a rebellion in the school. Shall not the master inflict the deserved punishment and restore and maintain his authority? Most surely. And if he understands his business, he has not *dismissed* his school during the term; only *excused* them to go home.

NOTICES OF BOOKS, PUBLICATIONS, &C.

METHOD OF CLASSICAL STUDY, illustrated by questions on a few selections from Latin and Greek authors. This is a small hand-book prepared by Samuel H. Taylor, L. L. D., Principal of Phillips Academy, Andover, Mass. It illustrates the distinguished author's method of instruction in the classics. Published by Brown & Taggard, Boston.

Atlantic Monthly.—The January number commences Vol. IX. Among the valuable contributions to this number are, *Methods of Study in Natural History*, by Agassiz; *Agnes of Sorrento*, by Mrs. Stowe; *Love and Skates*, by Maj. Winthrop; *Autobiography of a Strength Seeker*, by Dr. Windship; *James Fenimore Cooper*, and *Fremont's Hundred Days in Missouri*.

The Continental Monthly.—A Periodical devoted to Literature and National Policy. 112 pages, neatly printed and on good paper. Among the contributors of the present and future numbers, we notice the names of *Hon. Daniel S. Dickinson*, *Hon. Geo. Bancroft*, *Hon. Horace Greeley*, *John G. Whittier*, *Bayard Taylor*, and *Rev. Henry W. Bellows*. It needs no further recommendations. Price, \$3 per year. Address, J. R. Gilmore, 110 Tremont St., Boston.

SCIENTIFIC AMERICAN.—We do not believe that, even in this age of cheap publications, any work can be more reasonable than the terms of the *Scientific American* at \$2 per annum, with twenty-five per cent discount for clubs of ten. It forms a yearly volume of 832 pages quarto, with an immense number of original engravings of patented machines, valuable inventions, and objects of scientific interest. There is not an industrial pursuit which does not receive a share of its attention. It contains official lists of patent claims, important statistics, practical recipes for useful domestic purposes, and has long stood, both in this country and Europe, as the highest authority in the mechanic arts and sciences. There is no publication more valuable to the farmer, the miller, the engineer, the iron founder, the mechanic, or the manufacturer. We have never opened a number without learning something we never knew before, and obtaining valuable information for the benefit of our readers. The Publishers, Messrs. MUNN & Co., of 37 Park Row, New York, have deserved the success which they have achieved. No one should visit that city without calling at their palatial establishment, which is a museum of inventive genius, collected from the

entire world. If any of our friends away off in the country do not know this work, and will take our advice, they will mail \$2 and become subscribers immediately, or by applying to the Publishers they can obtain a specimen copy gratis, which will be sure to confirm the truth of our recommendation.—*Louisville Journal*.

We fully indorse the above, and would recommend our readers to take Prentice's advice, and subscribe for the paper. A new volume commences on the first of January, and it being a valuable work of reference, containing, as it does, the only list of patent claims published in the country, every number should be preserved. The paper is published every Saturday, by the well known patent agents Messrs. MUNN & Co., who have conducted the paper during the past sixteen years.

In addition to furnishing specimens copies of the paper gratis, the publishers will send a pamphlet of advice to inventors, free of charge. Address, MUNN & CO., 37 Park Row.

PETERSON'S MAGAZINE for January is all that was promised in our December notice, — Engravings, Fashions, Receipts, etc., with a great variety of reading matter.

GODEY FOR 1862 promises to maintain its high reputation as a Family monthly. It is too well known to require at our hands further notice.

Walton's Vermont Register and Farmer's Almanac for 1862. Besides the large amount of valuable statistical information, this Register contains an accurate map of Vermont. Published by S. M. Walton, Montpelier.

Lewis' Journal of Physical Education :—Vol. II, No. 1, January, 1862.—This is a neatly gotten up and valuable work. It is issued this year in monthly numbers of a size convenient for binding in book form, and is largely illustrated. It is a jewel, beaming with wise suggestions for regaining and preserving health.

CATALOGUES RECEIVED.

University of Vermont.—Undergraduates, 78 ; Medical Students, 67. Calvin Pease, D. D., President.

Newbury Seminary and Female Collegiate Institute.—Students in Institute : Graduating Class, 11 ; Undergraduates, 41. In Seminary, 291. Rev. F. E. King, A. M., Principal.

Springfield Wesleyan Seminary and Female Collegiate Institute—Students in Institute, 36 ; in Seminary, 177. Rev. C. M. Dean, A. M., Principal.

Barre Academy.—Graduating Class, 16 ; in Classics, 84 ; English Department, 141. J. S. Spaulding, A. M., Principal.

St. Johnsbury Academy.—Students, 185 ; Fall Term of 1861, 100. J. K. Colby, A. M., Principal.

Glenwood Ladies' Seminary, West Brattleboro'.—First Year, 172 ; Average, 121. Graduates, 25. Fall Term of 1861, 116. Hiram Orcutt, A. M., Principal.

Orange County Grammar School, Randolph.—Students, 133 ; Fall Term of 1861, 86. E. Conant, Principal.

Green Mountain Institute, South Woodstock.—Students, 137 ; Fall Term of 1861, 96. Wm. A. Shipman, A. B., Principal.

Brandon Seminary.—Students, 192 ; Fall Term of 1861, 107. E. B. Sherman, A. B., Acting Principal.

Thetford Academy.—Students, 102 ; Fall Term of 1861, J. W. Norton, A. B., Principal.

Caledonia County Academy, Peacham.—Students, 140 ; Fall Term of 1861, 76. Charles O. Thompson, A. M., Principal.

Leland Seminary, Townshend.—Students, 152 ; Fall Term of 1861, 102. Geo. E. Lane, A. B., Principal.

Marlborough High School.—Fall Term of 1861, 50. Roswell Harris, Jun., A. B., Principal.

"*Brattleboro' Academy*," A Boarding and Day School for Boys and Young Men, with accommodations for forty students. West Brattleboro'. Four Terms, 115 ; Fall Term of 1861, 38. A. E. Leavenworth, A. M., Principal.

☞ We call the attention of our readers to our "Advertiser." This department will interest all who want Books, Music, Pianos, or other "necessaries of life."

* * Many of our School Exchanges fail to reach us. Why is it, co-patriots ?

☞ From the commencement of our mission in the noblest of causes until very recently, we have sent our Journal regularly to the newspapers of the State. Some of them noticed it occasionally the first year, a very few did the same the second year, but the last year they have, with two or three exceptions, ignored our publication entirely. We shall, therefore, send our Journal hereafter, to those papers only, whose editors desire an exchange.

We have, too, from the beginning, been very prodigal of copies of the Journal, sending often *five hundred* per month, gratuitously, to different portions of the State. This we can no longer do, excepting to those who desire specimen copies to use for promoting the circulation of the Journal.

THE VERMONT SCHOOL JOURNAL.

Vol. IV. FEBRUARY, 1862. No. II.

A PLEA AGAINST OLD HEADS ON YOUNG SHOULDERS.

In my early experience as teacher, I became aware of a certain degree of ill-success in the training of my younger scholars. It occasioned me no little mortification and self-questioning, but the cause of it I could not ascertain. I have since thought that I have discovered my error. At any rate, my views on a fundamental question in the instruction of children, have undergone a change; and as I do not remember to have met with anything bearing on this matter outside of my own experience, I send you my present views for what they are worth.

There are no maxims of more value to the teacher than those which inculcate the necessity of *thoroughness*; and perhaps no one of these is more valuable than that one which forbids the allowing our pupils to go any farther or any faster than they can well understand. I hope nothing that I shall say will lessen the authority of these maxims over any teacher's mind. And yet, all good rules in matters of education imply the exercise of good judgment on the part of one who rules them; and also good rules become bad so soon as they are driven with an unthinking and dogged uniformity, through thick and thin, over rough and smooth, up hill and down. The pilot who, on clearing New York harbor, should head his ship for Liverpool, and then make his helm fast and go to sleep, resolving to heed

neither wind, nor current, nor rolling seas, nor breakers, would be no more fool-hardy than a teacher who should undertake to carry out exactly and mechanically, the good rules of his educational chart. Now I venture to say that there is such a thing as enforcing the good rule I have mentioned,—that the pupil shall be allowed to go no farther and no faster than he can fully understand, greatly to his detriment, especially in the case of a child. It seems to me that children ought to be required to learn many things which they cannot fully understand, and that the teacher should be satisfied with their learning them accurately and familiarly, leaving the understanding of them to a later period. It seems to me that nature plainly indicates this by giving children an active and retentive memory long before the judgment and reason are well awake—more active and efficient indeed, than at any other period. Does not this undoubted fact plainly show nature's intention that this period should be occupied with laying up a store of mental pabulum for the understanding to ruminate upon afterwards? During this period a certain kind of useful knowledge can be gained securely and with a good degree of pleasure, which can hardly be gained afterwards at all, and partially only at the expense of great vexation and disgust. I mean what may be called *formal* knowledge, such as the mechanical parts of reading and writing, mathematical tables, and the paradigms of grammar. On the other hand, the appreciation and use of principles is at this same age a slow and somewhat painful process which ought indeed to be encouraged as the beginning of a higher order of mental activity, but not prematurely over-taxed. A boy of twelve will learn his Latin declensions and conjugations readily and with pleasure: to a young man of twenty-one they are tedious beyond expression. But the young man will readily understand and apply principles of Syntax which are mere riddles to the boy. Is it good economy to tax the reason when it

works feebly and at a disadvantage, with questions which it will solve easily by and by, taking, besides, so much time and effort away from other faculties which are now in their hey-day and prime?

I have spoken only of the *memory*, as working with ease and consequently with pleasure in children. The same is true of the perceptive and imitative faculties. Lord Bacon has somewhere a valuable suggestion respecting the great accession of knowledge to be hoped for from a more thorough cultivation of the senses. How much more the human eye, for instance, is capable of than it has ever yet attained, I do not suppose we of this generation have yet dreamed of: but something of its wonderful capabilities is hinted at in the almost incredible exploits of the French conjurer Houdin. The same remark would also apply to the ear, and to the other bodily senses. Beside these, there is a class of operations more strictly mental, which we are constantly performing all our lives long, and which children can learn to perform with exactness and dispatch. In this region, rather than in studies which should investigate systems and principles, lies the true work for the early years of a comprehensive education.

If I should now descend to particulars, I fear I should shock some of my readers worse than by my general position. For instance: I repent heartily and entirely of the perversity with which I bothered some of my little scholars in the attempt to make them understand the principle of "borrowing ten" in subtraction. There was one bright little fellow in particular that I plagued almost to distraction, and I feel now as though I would like to go and apologize to him, and if now that he is a young man, he has any thing of the old difficulty about "borrowing," I would right gladly *lend* him ten, in atonement for my fault. If I had a class of boys now of his age, I would never say a word to them about the reason of the process. I would take great pains to have them perform operations in subtraction rapidly and accurately, and with that, I

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would be satisfied for the present. If you ask me what age I am speaking of, I answer, the age which boys can profitably be required to perform operations in the four simple rules of Arithmetic, but cannot as yet understand the principles involved in those rules. For such an age I contend there is.

By this time, I doubt not many of you are impatient to exclaim, "Why, I have succeeded in that same thing every time I have tried it—with my youngest scholars! Well, dear teacher, so I thought I had, till I discovered that what I had supposed was *understood* as a *principle*, proved to have been merely learned as a matter of memory. So I found it repeatedly. So I doubt not you will, if you take pains to ascertain the fact.

But I do not intend to specify in detail at what age this and that should be learned mechanically, and at what age understood in their principles. That would be violating my own position. There is nothing but good judgment which can decide in such a matter. Do not think that I would advocate the more extensive practice of "learning by rote." I would have children understand all they are capable of understanding. But there are some things which I would have children learn "by rote" now, which they cannot now understand. But by all means let them learn them well—for that is the main motive for their learning them now at all.

M. H. B.

The understanding is not a vessel which must be filled, but fire-wood which needs to be kindled; and love of learning and love of truth are what should kindle it. He who hears the words of another, and does not kindle his own understanding at them as at a light, is like one who goes to his neighbor after fire, but instead of bringing it, sits down there and warms himself. He is as if reddened by the fire-light; he may have an outward appearance of learning, but the inside rust of his soul does not glow with heat, nor is the darkness driven out of it.—*Plutarch*.

Extract From Prof. N. G. Clark's Address at Middlebury.

THE MORAL POSITION AND INFLUENCE OF THE TEACHER.

Society finds it convenient to divide the various agencies of human culture into various classes, nominally distinct in their operations, yet all ruled by one common law—the highest and the best development of the man—of all there is in him of power for good and noble ends, whether of muscle or of brain, of intellect or heart or will. These agencies are, primarily, the family, the school and the church. We need make no account of the State, as that lies beyond the scope of our present inquiry. Our great charter, our bill of rights, dates back to the time when man was made in the image of God, and endowed with an immortal soul. The common right of every man to the fullest and best development of all his powers, was involved in the mode of his creation; and, when long lost sight of, was reaffirmed and brought to light in the Christian system, and illustrated in the life and teachings of its Founder. Beneath the humblest garb, buried up and well nigh stifled under a load of disease and vice, he could yet recognize the immortal soul; and it was man he sought, and not the accidents of birth, or place, or fortune, but man with all his capabilities of love and worship—of power for good and power for evil.

Here, then, is our great charter as teachers. Here we find recognized the essential equality and worth of all human souls; the common capability, and therefore the common right and necessity, of intellectual and spiritual culture for all, by education, by civil and religious freedom, by all appliances, of whatsoever sort or name, whereby man as man is raised in the scale of being and qualified to do his part on earth as an intelligent, immortal soul, and prepared at last for a higher life in the presence of God.

We have, then, as teachers in the schools, whatever be

their grade or form, a moral position and important part in this grand economy which Divine Providence is carrying forward for the regeneration and social elevation of our race. The division of the Christian community into different religious denominations, makes it expedient and unwise to attempt religious instruction strictly so called in our common or public schools. And society has abundant provision for it in the Sabbath-school and the Church, when it passes outside of the religious family. In the organic relations of society, let each do its proper work, yet each subordinate to the great end of society. Let not the School attempt the work of the Church, nor the Church the work of the School; yet let both act in view of the highest development of the youth committed to them, as intelligent and spiritual beings. Shall distinctively religious instruction be excluded from the common school? Yes. Shall religion? No. Shall the eye attempt the office of the ear? No. Shall the eye and the ear both be used according to a rational purpose and the true interests of the man? Yes. Shall the Bible be excluded from our schools? No. Shall it be read and expounded daily by law, by all sorts of expositors? No. Shall the children be required by law to read it, one or two verses apiece, once or twice a day, on pain of expulsion, or fine and imprisonment, or other penalty? Yes, when the regeneration of the soul is accomplished by State enactment; when the Christian graces of love, humility, consecration to the service of God, are regulated by the Statute-book and secured by legal sanctions. Let the use of the Bible, in some form, be recommended in all our schools, as the standard of all religious knowledge and the source of all morality; but let it be used in such a manner as to secure the respect and reverence of both teacher and scholar. Let its reading be recommended, but not required, as an appropriate opening of the school, and accompanied by a few words of prayer, according to the feeling and desire of the teacher and his sense of pro-

priety and of the value of such an exercise to the school in his charge. Let the same good sense that we are wont to exercise on other themes, have rule here. Far more will depend on the feeling and character of the teacher in a given case, than upon any enactment of the State. We have no wish to see the same laws, in part or as a whole, enacted or enforced in this country, which have wrought such disastrous results in Protestant Germany, where the religious instruction in the schools is regulated by law, and the sublimest doctrines of our faith are put on the same footing of respect and reverence as the rules of grammar and the lessons of geography; and religion, the gospel of Christ, and the results of chemical analysis, are all brought down to a common level, to the almost utter destruction of all religious life among the people. The experiment, so thoroughly tried there, and enforced to the letter by the bayonet, I have no wish to see repeated on the soil consecrated by the blood and prayers of the Fathers of New England.

Give us then, not so much the formal religious instruction, by an enforced reading of the Scriptures on the part of an unwilling teacher and indifferent scholars, as the calm, steady, powerful example of true, manly religious character on the part of the teacher; such a character as, with or without the nominal profession of religion, befits a man aware of his trusts and earnestly alive to his work. The best text-book on morals and religion in the school room—the only one that never awakens sectarian feelings, the only one that passes unquestioned by Protestant or Romanist—the only one that has real power, and always has power over the hearts of children and youth, is the worthy example of genuine manly and womanly character. And the Christian teacher who sometimes feels anxious to do more for Christ than is allowed by the usages of the school room and the opportunities for private conversation and influences out of the school, may rest content with the influence exerted by his Christian walk in the pres-

ence of his scholars, quietly leading them by all the respect and love they may feel for him as a teacher and a man, to seek the same source of spiritual power, whose heavenly fruits they witness in his life and conversation.

The position of the teacher, then, is not so much a religious as a moral one. He stands, as it were, between the family and the church. He is to carry forward and change into habits all the good and wholesome impressions the child brings from home; he is to cultivate the same habits of obedience, of kindness and love of one toward another, thereby suppressing those habits of selfishness and self-seeking, always growing up with a lack of control, whether in the family or in the school. He is to secure habits of fidelity to one's duties, of faithfulness and completeness, of accuracy and thoroughness and punctuality in word and work;—he has thus in his keeping the formation and the development of some of the habits most important to the success and happiness of the future man and woman; those which go, in no small degree, to make up the moral character. But beyond these more general habits of life, the general tone of thought, the methods of judging on all the most important questions of life and duty; the language employed, whether coarse or refined, in accurate phrase or loose and vague and so eventually begetting loose and vague habits of thinking, and then of acting, on the part of his pupils; the social habits, the courtesies and graces of life that adorn and give such a charm to cultivated minds, distinguishing them from the rude and vulgar;—all this has, in no small degree, been committed to the teacher. And all this is really of vastly more account than the mere instruction in Grammar or Geography. These habits go to make up the *man*—not simply the amount of his book learning—but his real power among men.

The actions of a young person constitute the truest touchstone of what he has learned.

TEACHERS' RIGHTS.

Questions frequently arise as to the authority which teachers may rightfully exercise over their pupils when out of school. It is sometimes maintained that they have no authority whatever, and on the other hand, it is sometimes affirmed that they have concurrent jurisdiction with parents, and may do whatever is necessary to prevent misdemeanors, or to punish them when committed. Somewhere between these two extremes the right of the teacher is doubtless to be found.

In school hours the authority of the teacher is precisely commensurate with that of the parent. For the time, he stands *in loco parentis*, possessed not of concurrent but of exclusive jurisdiction over the pupil. All that the father may rightfully require, the teacher may require; to whatever means the father may resort to enforce obedience to his command, to just those means the teacher may have recourse. In administering the discipline which may be necessary to prevent transgressions, or to punish them when actually committed, the parent and the teacher alike act in a *quasi-judicial* capacity, and neither of them can be held accountable for mere errors of judgment, in the maintenance of rightful authority. Though in the judgment of the public, or even of jurors who may be called to investigate the matter, the teacher may have exercised unreasonable severity, and inflicted punishment altogether disproportioned to the offence, yet if he has acted conscientiously, without malice, and from motives of duty alone, he is held blameless. These principles are laid down in elementary writers on the Domestic Relations, and have been repeatedly sanctioned by courts of the last resort.

The teacher, however, as well as the parent, exercises a limited monarchy. Even in the school room he is not invested with despotic authority. His power is to be ex-

exercised, not for his own sake, but for the sake of the pupil and of the school, and that their best interests may be promoted. Government in school, like all other government, "is, or ought to be instituted for the common benefit, protection, and security of the community." Cruel and unusual punishments, therefore, are not to be inflicted, and even if usual punishments are inflicted in an unusual manner, with unusual instruments, and from evil motives, the teacher will be held accountable for any undue severity in his discipline. To use the law phrase, he must not act *malo animo*. These, then, are the teacher's rights, and the limitation of his rights, to correct the pupil for misdemeanors in school. To what extent has he the right to correct him for misbehavior out of school?

There can be no doubt that the teacher's supervision of the scholar begins at some reasonable time before school opens for the day, and does not end till some reasonable time after the exercises of the day have closed. If the scholar arrives at the school house half an hour before the time of commencing school, the teacher's authority takes effect immediately. So if he delays after being dismissed he remains under the authority of the teacher. Perhaps it is not going too far to maintain that the teacher's authority extends from the time the scholar leaves home to go to school, till he has arrived at home after school. The language of some judicial decisions seems to warrant this position; and most parents would desire and expect that teachers should have the oversight of their children on the way to and from school, preventing them from loitering, keeping them out of bad company, and restraining them from places of evil resort.

But before the child leaves the parental control, or after he has returned to it, the teacher has almost no authority over him. For all ordinary acts of misbehavior, the child is accountable only to the parent. The teacher, indeed, has the right of remonstrance and reproof, but it is the right of friendship, not of authority. If, however, the

misconduct be of such a nature that it has a direct tendency to injure the school, the teacher's authority revives, and he may call the pupil to account for such misconduct, whenever and wherever committed. The tendency to injure the school must be direct and immediate, not remote and consequential. It is not possible to prescribe a general rule in this respect, which will apply to all cases, each case must be determined by its own peculiar circumstances.

It is obvious, however, that acts done to deface or injure the school room, to destroy the books of scholars and teacher, or the apparatus of instruction, or instruments of punishment; writings and pictures placed so as to offend modesty and suggest corrupt thoughts and images to those who frequent the school; language used to other scholars, to bring the teacher into contempt, or to stir up disorder and insubordination; insulting words addressed to the teacher in the presence of other pupils of the same school, with design to lessen their respect for him and his control over them,—all these, and such as these, have a direct tendency to impair the usefulness of the school, the welfare of the pupils, and the authority of the teacher. For all such offences the teacher may call the pupil to account, and may administer such chastisement as shall bring him to repentance, and neutralize the evil force of his example upon others. Common consent, universal custom, and judicial decisions, concur in investing the teacher with authority to punish such misdeeds. The power to do so is essential to preservation of order, decorum, and good government in schools, and to deny it, is to leave the teacher and the school at the mercy of the evil-disposed scholars.

P. H. W.

Justice and desire for knowledge must be planted in the child; he must likewise be early instructed in morality; which represents virtue in a lovely form.

READING.

It has been justly observed that "we recognize an educated person by his mode of pronouncing words; and we detect slovenliness in mental habit, or the absence of culture, with no less certainty, in the same way." While we admit that the thought is of more value than the words in which it is clothed, and even more, grant that, in a free country like ours, "a man may arrive at distinction who says '*Haow*,'" yet every one feels that a sentiment or an opinion is more agreeable if it be expressed in appropriate language and delivered with grace and propriety.

It is a fact universally acknowledged that the number of even tolerable readers is very small, while the ability to read well, with a full, sweet voice, and to render accurately the thoughts and emotions of an author, is so seldom found that it is generally regarded as an accomplishment beyond the reach of all but a favored few; like a beautiful face, it is considered a rare gift of nature.

This is a fact of great significance to teachers; perhaps none know, so well as they, how universal is its application, surely none know so well the difficulty of applying a remedy.

A teacher hears a class for the first time;—high-pitched, unnatural voices; dreary monotonous tones; indistinct articulation; faulty pronunciation; drawls and nasal twangs meet his ear on every side. So many things need correction where shall he begin? I appeal to every teacher's experience, in proof that I do not exaggerate. Suppose a class be called upon to read

"THE CONTENTED MAN."

They read as follows, the first two stanzas:

Why nee di stri van sigh fur wealth?
 It is enough fur me
 That Heaven hath sent me streng than health,
 A spirit gla dan free:

Grateful the sblessing sto receive,
I sing my hymn at mor na neve.

On some, what floodsofriches flow!
House, herd san gol dave thcy ;
Yet life sbest joys they never know,
But fret tha rour sa way.
The more they have, they see kincrease :
Complain san craving snever cease.

C.

A FEW THOUGHTS FOR THE LITTLE FOLKS.

BY UNCLE HERBERT.

Have you ever seriously thought, little folks, what important parts you are to act in the great drama of life?

Have you ever once reflected that you are to fill the responsible places of the great and good men, who are now engaged in the various departments of noble effort, for promoting virtue and human happiness?

Have you ever once seriously revolved the fact in your minds, that in a few years, your dear fathers and mothers, your beloved teachers and ministers, the physicians and lawyers, the legislators and civil magistrates of this great nation, will have passed away?

Yes, indeed, all must soon vacate their places; men of learning and genius, the teachers of our schools, and the presidents and professors in our colleges, poets and philosophers, scholars and statesmen, are marching on in solemn procession to the grave, and you are the candidates, of fair promise, we hope, to fill their places. And were Uncle Herbert permitted to look into futurity a little, and read the history of our country for as many years to come, as he has been permitted, through a kind Providence, already to see, who can tell how many of you he would find, intimately associated in name and personal effort, with the great deeds which will surely transpire?

The world is now before you, bright and beautiful.

And Uncle Herbert well knows, from his own youthful experience, that it often presents, to your sometimes impatient and anxious minds, a thousand charming prospects and bright day-dreams of future happiness.

And though he is very sure that most of you will be disappointed and sadly cheated out of your anticipated pleasures; that those flattering hopes and sweet visions, which your busy scheming minds, so frequently paint for the future, will never be realized; still he most ardently desires, that when you come to the stern realities of mature years, the more rational enjoyments of cultivated and virtuous minds may be substituted for these childish dreams and wayward fancies.

Yes, this is indeed a beautiful world, and the short life we live here has a momentous significance, beyond all human calculation. It has great and noble purposes, a thousand ends worth living for—worth the mightiest efforts of immortal minds. As a generation, you will soon receive an invaluable legacy, a legacy involving incalculable responsibility and by which you will exert an influence, to no small extent, upon succeeding generations of unborn millions.

You are to come in possession of the physical, mental and moral powers which have been accumulating for ages, and which, it is hoped you will wield, not only in securing and promoting your own happiness for time and eternity, but the happiness and prosperity of your country, and the greatest good of your race.

You, my little folks—I repeat it—you are to be candidates for the presidents of our country, to bear our eagle banner of victory, and transmit it to your successors, as the emblem of that liberty which heaven bestowed upon your forefathers. You are to be the future governors of our States, the grave senators and legislators of our nation. From your ranks the national executive Cabinet will be formed and the Consuls and ministers—plenipotentiary will be chosen. For you await the responsible du-

ties and honors of judges and jurists, teachers and clergymen.

Yes ! you will construct and send out your noble ships and steam-vessels into every sea and ocean, planting the tree of liberty on distant shores and sowing the seeds of independent thought and equal rights broad-cast over the world. Stretching out the arms of your civil power over the green earth, you shall inherit from sea to sea ; wielding the mighty wonder-working powers and inventions of the present and all past generations. Canals and railroads, the lightning-winged telegraph and great commercial interests of the nation will be under your control.

The vast financial, political, benevolent and religious institutions of this great republic, will be your inheritance ; yours to foster, direct and preserve.

Since, then, you are so soon to occupy such important positions in life, and assume responsibilities so vast and weighty, let me earnestly entreat you carefully to cultivate your minds, to develop and train every ennobling quality of your hearts, by which you may be enabled, not only to perform life's duties well, but to secure your own personal happiness in this world, and in the world to come.

WALNUT STREET, Brattleboro.

☞ Knowledge of the nearest things should be acquired first, then that of those further and further off.

First the senses should be trained, then the memory, then the understanding, and lastly the judgment. For knowledge begins with perception by the senses, and this is by the power of conception impressed upon the memory. Then the understanding by an induction from these single conceptions, forms general truths, or ideas ; and lastly, certain knowledge arises from the result of judgments upon what is thoroughly understood.

SPEAK KINDLY.

BY F. JOHNSON.

Speak thou with kindness in thy tones,
For none may know the power
Which soft and gentle words possess
In sorrow's troubled hour;
They fall upon the weary heart,
And as they fall they bless,
And cheer with hopes the wounded soul
Amid its weariness.

Speak thou to childhood tenderly,
And calm its rising fears;
Let love, sweet love, a rainbow throw
Above its falling tears.
Since sadness, sorrow, care and pain,
And grief on earth abound,
Speak thou in sympathetic tones,
Which have a soothing sound.

In kindness to the aged speak,
For weary is their way;
As one by one the joys of life
From them are snatched away.
Nor pass them by with careless air,
Or slight and chilling tone;
Speak kindly: for their feeble state
May one day be thine own.

Speak kindly unto all who live,
And from thy loving heart
Let streams of kindness pure and deep
As from a fountain start.
The chain of human love shall then
Bind every heart to thee,
And thine to Him, who soon shall say
"Thou did'st it unto me."

It is not shadows of things, but the things themselves, which should be presented to youth. What is perceived by the senses is fixed in the mind more firmly than what is merely said over, even a hundred times.

SHOULD THE HISTORY OF OUR COUNTRY BE NEGLECTED IN THE PUBLIC SCHOOLS?

The unpardonable ignorance of our country's history, so prevalent among the present generation, must be to the true patriot, an object of deep solicitation. I say *unpardonable*, because the means of acquiring a thorough knowledge of this subject are within the reach of all; and yet a great proportion even of our native population are unacquainted with the mere *outlines* of American History. There are many thousands of youth of American nativity, who never *heard* of the Pilgrim Fathers, and tens of thousands more who know nothing of the details of heart-crushing sorrow, privation and want, endured by that immortal company upon the "Wild New England shore." Almost any child of seven summers would readily point out the portrait of Washington among a thousand, and yet how few, if questioned, would be able to say much more than "Washington was the Father of his Country." Let us look at this subject in one of its many aspects, namely; its influence in fostering a spirit of patriotism. There was a time, and I have often wished the time might return, when the History of the United States was one of the reading books in the Common School.

I doubt not there are thousands of men and women among the peaceful hills and quiet valleys of Vermont, once school children, but now heads of families, who seated with their children around their cheerful firesides and reading these pages, will remember the time when at the District School, from which they graduated, they read daily from the History of the United States. Never, while memory holds her sway, will they forget the thrilling interest with which they traced the history of that immortal band of Christian heroes, who, amid bleak nature's desolation, erected their altar to the Majesty of Heaven, and who have

“Left unstained what there they found—
Freedom to worship God.”

Nor will they forget the thrilling incidents of savage warfare, nor the emotions which possessed them as they, in imagination, saw the mother with her helpless children rush from the flaming cottage only to become a prey to the merciless savage. Well do they remember the peculiar characteristics of the founders of the Empire State, of the heroes of the Old Dominion, and of the grave Peace Maker, whose name is still revered by the untutored son of the forest.

Still less will they forget, as they read of that *great* and *good* man whose memory and whose immortal fame is the treasured inheritance of every American, how, with hearts beating high with noble purposes, they resolved to imitate his virtues and to emulate his example. And as they followed him through the fearful scenes of the Revolution, now flying before a victorious foe through the wintry blast, and now nearly betrayed by a pretended friend, disasters crowding thick upon him till Liberty's sun had nearly set in blood, with what a thrill of patriotic emotion did they behold him triumph at last, and the enemy sullenly retire from our shores, while exultation breaks forth from one end of the continent to the other. He who thus traces the history of his country, lives over again the days of her trial, shares her sufferings, fights her battles, participates in her victories, exults in her glory. Every throb of her mighty heart finds a congenial response in his own. As he looks abroad over rich prairies decked with flowers of gold and waving in surges of luxuriant vegetation, as he beholds her lofty mountains towering in craggy grandeur to the heavens, as he gazes upon the placid bosom of her inland seas, as they mirror back the glories of the morning or the star-lit beauties of the evening, as he looks upon her busy millions engaged in the peaceful avocations of life with none to molest or make afraid, and then remembers the *cost* at which all this prosperity was purchas-

ed, his heart swells with patriotic sympathies as he exclaims,—“ *This is my country, for her will I live, for her, if need be, will I die.*” He treasures up her teachings, as with the truthfullips of history she speaks to him from the past and utters the voice of by-gone days. He learns to love his country, not merely because he was born within her limits, nor yet because her history is engraven upon the tablet of his memory and interwoven with the texture of his soul. Were it the law of the land that every youth should be well instructed in the history, not of Greece and Rome, but of his *own* country, we firmly believe such a course of training would foster and perpetuate in every American, a sound and healthy national feeling and an incorruptible and undying patriotism. C. A. C.

EDITORIAL DEPARTMENT.

A HALF HOUR IN THE SCHOOL ROOM.

Our lesson to-day is the *rule* and the *reasons* for dividing one fraction by another. We shall not *miscall* this exercise a *recitation*, but call it an *explanation*. A recitation is wholly the work of the class; an explanation is the work of the teacher. Each has its own time and place, and one cannot be substituted for the other. Our object now is, to give the class a clear view of the principle involved in the rule by the use of an example. Afterwards, the same lesson should be *recited* by each member of the class. We will divide $3\text{-}4$ by $2\text{-}7$. First, the rule. “*Invert the divisor and then proceed as in multiplication.*” We have now, $3\text{-}4 \times 7\text{-}2 = 21\text{-}8$, which, by the rule, is the correct answer. But why? In the first place, for the sake of illustration, we will divide $3\text{-}4$ by 2 , which may always be done by multiplying the denominator by 2 , (as by rule previously explained). Thus $3\text{-}4 \div 2 = 3\text{-}8$. But my divisor is not 2 , but $2\text{-}7$; hence, it is seven times too large, and if seven times too large, the quotient, $3\text{-}8$, is

seven times too *small*. And if so, we shall have the correct quotient by multiplying 3-8 by 7. This is done by multiplying the numerator—thus, $3-8 \times 7 = 21-8$, which is the same result as the one obtained by inverting the divisor and multiplying numerators for a new numerator and denominators for a new denominator. Now what is the argument? We have analyzed the process, and, independently of the rule, obtained the correct answer. But on examination, we find that every step in the process, is precisely what the *rule* requires. Hence, the rule must be correct.

Still another method of explanation may be adopted. The fractions 3-4 and 2-7 will remain the same value, if reduced to a common denominator. Thus 21-28 and 8-28 are the same in value as 3-4 and 2-7. But as the denominator is common, the numerators stand in the relation of dividend and divisor to each other. We divide 21-28 by 8-28 therefore, by dividing 21 by 8 $= 21-8$ which is the same result as before. And if we examine the process of reducing to common denominator, we shall find that the same course has been followed as when we inverted the divisor. In the first case, by the rule, we multiply 3-4 by 7-2 (2-7 inverted), the 3 by 7 and 2 by 4. When we reduce 3-4 and 2-7 to a common denominator, to obtain the numerators, we also multiply 3 by 7 and 2 by 4, (each numerator into every denominator except its own.) Hence, this last method must be correct.

After this explanation, and the fact is settled that every member of the class fully understands and can explain the same, the pupils should be furnished with a variety of examples and thrown upon their own resources. Everything done for them, beyond this explanation of principles, is an absolute injury. Let teachers remember this fact.

FOR WHOM IS THE SCHOOL JOURNAL DESIGNED?—We answer, for all classes interested in the prosperity of our schools. It is a mistaken notion that articles prepared for Teachers are of no importance to parents, or those

prepared for parents are not adapted to teachers and pupils. Each class is concerned in all that affects the interests of the others. Their obligations, duties and rights are mutual and inseparable.

But it is our purpose to insert, every month, articles adapted to each class separately, though it does not seem practicable to make a formal division of the Journal into Departments. With our new arrangements and promised assistance in our editorial labors, we hope to make it a welcome visitor to every home and to every class in community. Will not teachers and parents encourage us by their aid and co-operation. All who will, shall share our reward—the satisfaction of well doing.

ENCOURAGING EXPRESSIONS.—It is cheering to us weary from toil and care and disheartened by the indifference of many from whom we have reason to expect encouragement, to receive such notes as the following:

Dear Sir: Please send my Journal to Simonsville, I cannot do without it. I have the two first volumes bound; they make an invaluable book and should be in every teacher's library. I want one copy of Vol. IV, and will try to get new subscribers. Yours, without end to the Journal."
H. C. P.

"Dear Sir: Send me 13 copies of the School Journal for 1862. I will undertake to find subscribers for them and send you the money within a few weeks.

Yours, Truly.

E. S. C."

"Dear Sir: Please add to your list of subscribers for the School Journal the following names (13 in all), and send them accordingly. The 12 are all teachers in Peacham at the present time and their names have been forwarded to me by their Superintendent. Yours, &c. J. K. C."

And why are not all the teachers in all the towns in the State among our subscribers? If we had such Superintendents in every town, might we not expect similar results? A little generous effort is all that is necessary.

A NEW SCHOOL HOUSE.—The people of Weston are building a School house which will cost, when completed, some \$4000.

POTTER AND HAMMOND'S SCHOOL PENS are manufactured by the celebrated *Joseph Gillott* of England. No better pens are used. We have tried numerous other kinds for the use of our pupils, but find none that give so good satisfaction. Sold by Schermerhorn, Bancroft and Co., 596 Broadway, N. Y.

WRITE FOR THE JOURNAL. Who? Of course, our "Board of Contributors," and we trust, many others will send us occasional articles. Let them be *brief, practical and carefully prepared*, and send them in before the fifteenth of each month.

SPELLING MATCHES.—With the commencement of winter schools there is a revival of "spelling matches." A gentleman in Spencertown, N. Y., writes: "We held our spelling match on Monday, December 9th, as I designed. Twenty-eight spellers contended for the prize, which was Webster's Dictionary, pictorial edition, unabridged. All but two of the spellers were silenced in an hour and a half. These were two girls, one eleven and the other fourteen years of age. They continued the contest for nearly an hour longer, on words the most difficult to be spelled, till the audience became so wrought upon that they proposed to buy a second dictionary, and thus end the contest. The money for the purpose was raised on the spot."

NOTICES OF BOOKS, PUBLICATIONS, &c.

Constitution of the United States.—This is a handsome octavo prepared by Geo. S. Williams, A. M., and dedicated to the youth of our country. Its contents are, a Synopsis of the Constitution, the Constitution, and an Analysis of the Constitution. The latter, by means of questions and answers, aims to show what the Constitution is, what its framers understood it to be, and what construction has been put upon it by the Supreme Court and the different departments of government. Washington's Farewell Address, the Declaration of Independence, and the Articles of Confederation close the work. Welch, Bigelow & Co., Cambridge, Mass.

System of Penmanship, in twelve numbers, synthetical, analytical and progressive, by Potter and Hammond. We can truly say, that we like this series very much, having put it to the test of the school room. Schermerhorn, Bancroft & Co., 596 Broadway, New York.

Worcester's Quarto Illustrated Dictionary.—We would again call attention to this most valuable and scholarly work. Every teacher, if he would keep up with the times, should have it upon his table for constant reference. In confirmation of this statement call at the bookstore and examine it, or consult the highly educated in the State and they will tell you the same. See advertisement. Swan, Brewer & Tileston, Boston.

Sherwood's Spelling Book, to be used for writing spelling in schools. This is a blank book ruled in columns for number of words, words, and number of errors, two sets on each page, each set having space for twenty-five words. It will be a valuable aid in teaching accurate spelling with the pen. Holbrook Apparatus Company, New York.

"*The Little Chamois Rubber*," for thoroughly cleansing the slate without water. \$6 per hundred. Specimens by mail for fifteen cents. G. S. Woodman & Co., 596 Broadway, New York.

Moore's Improved Ink-Well.—We are much pleased with a specimen of this article before us. It is simple, can be easily attached to any desk, and effectually protects the ink from dust.

Atlantic Monthly for February.—Among the excellent articles for this month are, Prof. Lowell's New "Biglow Papers"; *Methods of Study in Natural History*, by Agassiz; Whittier's "At Port Royal, 1861"; "Fremont's Hundred Days in Missouri," by Major Dorsheimer; Mrs. Stowe's *Agnes of Sorrento*; *Love and Skates*, by the late Major Winthrop.

Peterson's, *Lady's National Magazine*, Arthur's *Home Magazine*, and Godey's *Lady's Book*, to which we have often called attention, are already upon our table, for February, as attractive as ever.

The Alphabet made Easy and Attractive with pictures from familiar objects. This is a large and beautifully ornamented sheet and should be found in every primary school room and family where there are children. Combining the unmeaning sounds and symbols

with objects familiar to every child, he is at once interested and enabled to appreciate correct instruction. Sold by F. C. Brownell, Esq., New York.

The Youth's Companion is one of the few papers designed for Youth against which no objections can be urged. It is devoted to Piety, Morality, Brotherly Love; is free from Sectarianism and Controversy; is at once *attractive* and a safe "Companion," for our children. No parent can make a better investment for his family than to pay one dollar for this excellent paper. Address Olmstead & Co., No. 22 School St., Boston, Mass.

Student and Schoolmate.—For "Boys and Girls," this is one of the best periodicals published; always full of attractive and interesting matter. Price \$1.00 per year. Address Galen James & Co., 15 Cornhill, Boston.

Chittenden County Teachers' Association.—Since our own connection with this Association the Journal has not been favored with a notice, by its Secretary, of its doings. We are glad, however, to learn from a report in a late number of the "Free Press," that it is still prosperous. A very interesting meeting was held in January at Colchester, which was attended by many of the principal teachers in the county.

Why may not every county sustain a like organization with the same continued prosperity? Such gatherings can but be profitable to those who attend them.

The School Journal is open to brief notices of the doings of all educational movements of this kind, and we again invite all our friends to assist us in gleaning up and garnering all such stray bits of valuable educational intelligence. We would make the Journal the teacher's storehouse. Bring in your sheaves then, fellow teachers. We only ask that you will not leave to us the unpleasant task of separating the tares from the wheat

New Books.—Tom Tidler's Ground, by Dickens. Price, 25c. John Brent, by Major Winthrop. Price \$1.00. Lilliesleaf, by author of Margaret Maitland. Price \$1.00. Songs In Many Keys, by Dr. Holmnes. Price \$1.25. Sutherland, by author of Rutledge. Price \$1.25. 7 Sons of Mammon, by Geo. A. Sala. Price 75c. For Sale by W. Felton, Brattleboro.

THE VERMONT SCHOOL JOURNAL.

Vol. IV.

APRIL, 1862.

No. IV.

AN UNFORTUNATE STAND-POINT.

An English writer speaking of the influence of the press on American mind, alludes to our "half-educated millions—educated up to the *unfortunate stand-point* of being able to read and understand, but not to judge."

However much we might wish to object to this statement, there is truth enough in it to make it worthy of attention.

It is something that the millions of our people are able to read and understand. It would be well if the millions of Europe could do the same. The more education the better. This rule, without qualification or exception, is good for all nations and all people. We will not admit for a moment that it is unfortunate in any sense that our millions have as much education as they have. The only misfortune is that they have not more.

What the writer means, if we try to make out for him a meaning that we will admit, is that our people are sometimes called upon to judge and to act on questions which are really above the capacity of the half-educated; and which require for a just and right decision, that ripeness of judgment and those enlarged and liberal views which arise only from thorough education, and somewhat extensive knowledge. This is true. It is unfortunate for any man, or body of men, to be called upon to do, with half an education, what requires a whole education to do well. And it is a fact that the duties of a citizen and a voter in this country are too important to be discharged as they should be by a half-educated people. A nation of free-men who choose their own rulers, have occasion continual-

ly to exercise the wisest judgment. Men are chosen to office to carry out particular measures of public policy. Voters, have therefore, to judge, not only as to the men, whether they can be trusted to carry out the policy desired, but also as to the policy itself, whether it is the best. Now it is easy enough to adopt opinions from the crowd or the party, or to borrow them from some great man who assumes to represent the party. But to be able to pass an independent and intelligent judgment upon the various questions of public policy on which men in this country are called to act,—to distinguish truth from the falsehoods and fallacies which look like it,—to be able to give a solid and well-considered reason why you think and why you act thus and so, is one of the most valuable results of thorough education, and one which no half-education will secure.

A part of this power of right judging is the ability to distinguish things that differ and to call things by their right names. We are now learning the meaning and the nature of loyalty to the government, and are beginning to see that fidelity to a party is not only not the same, but it may even be exactly the opposite—it may be nothing different from treason and rebellion. If former administrations and the people of former times, could have seen the difference between patriotism and partizanship as they now see it, we might have been spared the greater part of the cost of this war. That we have come so near to national destruction and that we are still in so great danger, is a conspicuous proof of the truth that as a people, we occupy the “unfortunate stand-point” of being able to read, but not to judge. It is very strange that a Union, that has been saved so many times by compromises, and by elections favorable to the national rather than the sectional party, should have been brought into its present predicament by the very policy that has saved it heretofore. If we had been able to distinguish things that dif-

fer, and to call things by their right names: should we have been flattering ourselves for years past that we were safe and all was well, when traitors in Congress, and even in the Cabinet, were plotting the overthrow of the government, and boasting of it, in open day? Thank God, the time has come when we can call some things by their right names, with the probability of being believed, and without the liability of being set down as fanatics.

The war through which we are passing is the great educator of this nation. We are learning to judge as well as to understand.

The "unfortunate stand-point" suggests to teachers the importance of training their pupils to judge and discriminate, as well as to read and understand. The rule as to reading, "*Non multa, sed multum*," *not many things but much*, is a good one for all branches of study. One study so thoroughly mastered that the pupil is qualified to judge of all things pertaining to it, is worth more to enlarge and enrich the mind than any number of studies pursued superficially. In many things the judging faculty is of more consequence than such a degree of executive ability as may be attainable. It is better to be able to judge of a good picture than to paint any quantity of bad ones. It is better to appreciate good music than to perform indifferently. It is better to love good poetry than to write doggerel. You will derive much more enjoyment from the fine arts as an accomplished critic, than you ever can as a third rate artist. Therefore do not undertake to do too much, but *do well* what you do undertake. This is the golden rule for education. Following this, you will get above and beyond the "unfortunate stand-point."

J. C.

We should watch against all affectation in children, and should keep them natural, and preserve the beauty of their character.

INSTABILITY OF VERMONT SCHOOLS.

In a late number of the *Massachusetts Teacher* we find the following suggestive remark, "Vermont has probably fewer *annual* Teachers than any other New England State." First let us look at the fact, for it is a fact. Our Graded Schools in the larger villages and a *few* of our Academies and Seminaries are conducted by experienced, energetic and permanent Teachers, men and women who have made teaching their profession and are devoting to it their best energies. But all the rest, our common schools and a large majority of our higher schools and academies, are under the care of constantly changing teachers. In most of our common schools, a change is made twice each year, and in some of our academies nearly as often.

What is the cause of this great evil? There are doubtless many causes. In districts where the school is kept up only a few months in a year, permanency is out of the question. The small compensation offered is another reason for this instability. The well qualified teacher cannot afford to continue in an employment which will hardly give him a living through the year, to say nothing about the necessary expense of his education. Hence, if he has consented to teach for a term or two, he wisely decides to seek some other employment, or remove to some other State, where a good Teacher's services are better appreciated.

The frequent changes of teachers in our *Academies* is to be attributed to still another cause. These schools are entrusted to the care and management of those who are not *teachers*, but students of Medicine, Law, or Divinity. They have come from the college or the office, not because they desire to teach school, but because they *want* and *must have* a little money to enable them, not to become *better teachers*, but to carry on their *professional* studies. They cannot be absent from their studies long, hence there must be a substitute, who is generally another

er candidate for *professional* life. So the changes go on from term to term, and year to year, and the bad consequences follow. And what are some of these consequences?

1. An entire want of system in the management and instruction of our schools. Every new teacher has his own *modus operandi*; his own peculiar views and methods of instruction. As a consequence, there can be no *systematic* study, no regular and well arranged course of instruction. Pupils are usually left to select their own studies and to follow their own inclinations. If ever, afterwards, they enter upon a regular course with a view to acquire a thorough education, they find that much time has been lost and much strength wasted in this way.

2. A loss of interest and enthusiasm, which are indispensable to the success of a school.

When the teacher knows that he is to be in the school but a single term, he can feel but little interest, can awaken but little enthusiasm. By the time he becomes thoroughly acquainted with his pupils and patrons and is capable of appreciating their wants and of exciting them to earnest application, he gives place to another *stranger*, and all that he might now do more than he has done, is lost to the school.

And if this idea is applied to the *temporary Academic Teacher*, it has still more force. He not only has little or no interest in his school, but his attention is absorbed by subjects entirely foreign. He has left college, but must keep up with his class; or he has entered his name in a Law office, and must be ready for admission to the Bar at the appointed time; or has in view a course of Medical Lectures, and must be ready for them! In this way, all his time and strength not absolutely required by law in the school-room, are lost to the School.

None can fail to see the evils resulting from this want of permanency and regularity in our schools. And it is mortifying to know this instability is *peculiar to Vermont*.

But is there no remedy for the evils contemplated? I answer, Yes.

Let the whole community wake up to a consciousness of the importance of our schools; let the standard of teachers' qualifications be elevated and their wages increased; let none but earnest, well qualified teachers be employed, always giving preference to *females* and to those who have made teaching a profession. Then will our common schools become more efficient and really less expensive.

Let the Trustees of academies promptly reject all applicants who propose to teach simply for the *pay*, and employ those who have chosen teaching as a profession. But I am met here by the objection—"Our school is small and we cannot sustain a permanent and professional Teacher."

I answer, the history of Vermont Academies shows the fallacy of this assertion. What has been the condition of those Academies and Seminaries which have been, for a series of years, under the management of earnest, practical, professional Teachers? Invariably prosperous. What has been the result of exchanging such Teachers for a variety of *Students* of Law, Medicine, or Divinity? The school has always, so far as my observation has extended, *declined* under such management. I could point to one Academy in the State, which for *twelve years* had an average attendance of not less than 150, (and during some terms the number reached 250), which has since, under the change contemplated above, been reduced to a merely *nominal existence*.

And what Academies and Seminaries now have the confidence and patronage of our community? I answer, those which are conducted by permanent, professional Teachers. We can do no better service to the cause of education in Vermont, than to compel the *hireling* to give place to permanent Teachers.

H.

GREENLEAF'S ARITHMETICS.

It is proposed in this article to state, as briefly as possible, some objections to the use of Greenleaf's Arithmetics in our Common Schools. It may seem presumptuous to take such a venerable thing by the beard, but there is a pretty general belief among teachers that some other text-book may be advantageously substituted. At the outset we are met by the fact that the text-books are prescribed by the Board of Education for whom we have great respect. As to this, it is probable enough that the former Board of School Commissioners had Greenleaf's Common School Arithmetic in mind, as *the* book which would be used in common schools for advanced classes, when they recommended the series. At any rate, they might easily get this idea from the title and the judicious suggestions of agents, believing that the Higher would never enter a school. But the teachers and schools in the northern and eastern parts of the State are afflicted with this book, the embodiment of almost all the eccentric author's whims and miscellaneous mathematical knowledge,—a book as ponderous, in its way, as the *Græca Majora*, and, for nearly the same reasons, as useless. Will any one claim that it is fit for boys and girls who are in the District School? There are rare mathematicians in almost every town who appreciate the difficulties and find a lusty pleasure in grappling with them, but our schools are not for such, nor our books.

Very few graduates from the colleges, who care to teach, are sufficiently versed in practical mathematics to be able to reduce a large number of the problems in it, without taking time from their leisure hours which they cannot afford. But our plain, sensible, and competent young ladies and gentlemen, who have had only an elementary training are expected to be masters of the book; and, if they are unable to solve intelligibly, the toughest

problems in it, are made the subjects of malicious *torture* by stupid children. This fact the writer has gained solely from *observation*, and it has been impressed by sympathy. To any one skilled in Analytical and Practical Geometry and the more abstruse methods of Algebra, these problems do not seem at all difficult. One is totally surprised at finding anything so easy after sufficient study, which cost him so much painful labor in boyhood. But I am writing for plain people, not for mathematicians. Of course, it is impossible to simplify a geometrical demonstration so as to make it plain to those ignorant of geometry. It is necessary to say frankly to classes that the process is too severe for them in their present stage of knowledge, and the text-book is totally unfit for its place. But when these young people, Key in hand, it may be, go to their schools as teachers, and tell *their* scholars the same thing, they are put down as simply incompetent; for nothing is more certain than that a teacher in our common schools must be able to "explain" whatever is in the text-books. Examples of objectionable problems are problems 33d and 38th, page 444. For the solution of the former given in the Key, the author shows no reason and he fails to base it upon any familiar principle; in reducing the latter, geometrical methods must be employed as *starting points*, and the whole process is an ingenious net-work of some obscure relations between triangles. The solution of the 36th problem, on the same page, is strictly algebraic. Now suppose a teacher begins to "explain" the 38th, perhaps possessing complete knowledge of the process. At the outset he stumbles upon some unusual facts concerning triangles. What shall he do? Shall he begin, and try to teach the class the fourth book of Geometry? They must understand both, if either. He cannot do this and tells them to take certain things "*for granted*." But what they are to take for granted is what they want to know. So they go away thinking, "we can get all that from the Key." This is only one case of

too many. The result is that pupils are *encouraged* in habits of superficial study, and the teacher is *discouraged*, and inclined to let them study the *Key* and have done with it. What *advantage* is there to balance this trouble and confusion? Is it *necessary*? Is there no better book?

Many elderly people have noticed that scholars nowadays spend much more time in studying arithmetic than their fathers and mothers were wont to spend, without any additional knowledge by the means. One shrewd and closely observant teacher has suggested that there must be some reason on account of which boys and girls spend two or three times the labor in this branch which used to be reckoned necessary, and are not at all better arithmeticians; and he thinks the fault lies in the method, or rather want of method, of teaching the *Science* as well as the *Art*. This fault must lie at the door of the text-book as well as the teacher; and it serves our purpose to inquire whether Greenleaf's books possess the essential qualities of good arithmetics, i. e., whether they are logical, well-arranged, concise and accurate in respect to definitions and rules.

A law of lucid reasoning is that *general* principles should be as few as possible. It is essential to a good demonstration that it proceed directly from the premises and not be cumbered by topics not necessarily involved in it. Illustrative examples should not contain any queer or remarkable features, except what are indispensable. To make a special application more clear, it is necessary to premise that Mr. Greenleaf is not an accurate mathematician, of which statement the most convincing proof is his *Geometry* recently published. No one can read it who is familiar with the strict methods of Euclid or Loomis' elegant statement of them, without a feeling of sorrow that the author should regard it as his duty to belabor the world with his caprices in the study of form. The *Algebra*,—"An Arithmetic interspersed with x 's,"

some one calls it—furnishes another proof. Take a single point, his treatment of the doctrine of Negative Exponents, or Reciprocals, which subsequently enters largely into the development of the Binomial Theorem. After a single illustration, it is dismissed with the astounding information that to free fractions from negative exponents we must transfer the terms affected by them from the numerator to the denominator, and vice versa, and change the sign of the exponent!

In the *arithmetic*, the discussion of fractions, (much better in the Higher than in the Common School, which most concerns us), is another case in point. The multiplication and division of fractions are stated in the most confused manner possible. It is certainly very easy to show the *identity* of Division, Fractions and Ratio. Why not, then, obey the general law, above stated, and adopt a *uniform* method for all, rather than treat fractions clumsily as "parts," and ratio and proportion as a mysterious assemblage of extremes and means, antecedents and consequents, &c? Let me not be understood as *discarding* these terms, but wishing to use them in a proper sense.

If these references prove any want of *logic* in the author, it is easy to specify faults in the arrangement of the topics in the book.

Problems in United States Currency should be placed under the head of Decimals. It is certainly *needless*, as well as wrong, to present them as independent.

Contractions in multiplication and division, and all odd methods of solving problems, like Inspection, Practice, &c., ~~should~~ be put in an Appendix. If they are mingled with the regular methods they not only mar the order of study and confuse a student's ideas of the fundamental processes, but appear to be much more difficult themselves than they really are. Do we need them? Why not let pupils learn the *regular* trodden road first, and then hunt up by-paths?

How surprising it is that authors of arithmetics, other

wise quite logical, should adhere so tenaciously to such an unnecessary inversion of natural order as to put compound numbers before fractions! More trouble befalls young scholars at this point, perhaps, than any-where else, and for a good reason.—Pupils who know how to combine and separate fractional factors, have no trouble; but the book is made for the younger classes; and for these, logical arrangement is of first importance.

After Partnership come eight pages on Exchange of Currencies followed by Duodecimals and the Square Root!

Why not put Duodecimals where, by Greenleaf's own definition they belong, under Compound Numbers?

A few references will go to show that our author is not exact and accurate in definitions and rules, though such references will be needless for all readers of the Journal. On page 194 of the Common School, we find this:

"Percentage and *per cent.* are terms derived from Latin words, *per centum*, which signify by the hundred. Percentage, therefore, is any rate or sum on a hundred, or it is any number of hundredths."

What would a boy of twelve think of this except that the man who wrote it no doubt knew a great deal? Why not say at once that *per cent.* means any number of hundredths? But we are enlightened still more in the following paragraph:

"Since *per cent.* is any number of hundredths, it is a decimal written in the same manner as hundredths in decimal fractions"! Who would suppose it is written in any other way! The whole thing is over-done, and the pupil thinks he is studying something profound and new, when in reality he is on familiar ground. It's the old story of traveling all day and coming out at the starting point.

The rule for Equation of Payments is, "multiply each payment by *its own time of credit*, and divide the sum of the products by the sum of the payments,"—another case in point.

I have put down some of the more prominent faults in the books, frankly and without any attempt to exhaust the subject. But there are graver objections against the use of them.

There are *three editions* of the Common School, differing enough to cause great perplexity. In almost every school in this town, the scholars who study arithmetic cannot be classified on this account.

It seems to be the author's belief that the *Key* must accompany the book; and though the printer facetiously enough puts on it, "For teachers only," the caution is as humorously vain as "Positively no Admittance" on an old factory.

There is no check upon the sale of the Keys. The writer has reliable information in regard to a teacher in this State who sold his pupils the book and key together as a method of speculation. Should not this fact alone be sufficient to exclude these text-books from our schools? What teacher who labors to induce habits of patient study and logical thinking in his pupils, and who regards careful training in Arithmetic indispensable to the attainment of so desirable an object, or what lover of independent scholarship and downright honesty in young people, can fail to admit that this free use of a key is utterly destructive.

We search in vain for a perfect school book. Colburn's *Mental* is nearly complete. With all their faults Mr. Greenleaf's books are products of prodigious labor and are stamped with marks of an earnest but eccentric mind. He has puzzled more young people than any other man, and that is something.

T.

Children should be influenced to love to learn, and should only be made to work when they are inclined to.

¶ Still, children should not be permitted to be idle; and must be accustomed to drop occupations which are pleasant to them, to make up others not so agreeable.

FREEDOM, OUR QUEEN.

OLIVER WENDELL HOLMES.

Land where the banners wave last in the sun,
Blazoned with star-clusters many in one,
Floating o'er prairie and mountain and sea ;
Hark ! 'tis the voice of thy children to thee !

Here at thine altar our vows we renew,
Still in thy cause to be loyal and true,—
True to thy flag on the field and the wave,
Living to honor it, dying to save !

Mother of heroes ! if perfidy's blight
Fall on a star in thy garland of light,
Sound but one bugle-blast ! Lo ! at the sign
Armies all panoplied wheel into line !

Hope of the world ! thou hast broken its chains,—
Wear thy bright arms while a tyrant remains,
Stand for the right till the nations shall own
Freedom their sovereign, with Law for her throne.

SONG FOR THE CLOSE OF SCHOOL.

Air.—Oft in the stilly night.

See that soft-tinted glow,
The winter sun is setting
See ! the pure, placid snow
Its paleness is forgetting.
May every heart, before we part,
Forget to day's wan sorrow ;
And as we go, all peaceful glow
With hope of bright to-morrow.
Dear teacher, now forget
Our every breach of duty ;
Pray that our souls may yet
Grow into virtue's beauty.

When life's short day is gone,
Oh ! then to us be given
Such promise of the dawn,
The fadeless light of Heaven.

Then let life's light be dull or bright,
 We'll keep the WEST before us,
 'Till joy and love, from God above,
 Their holy calm shed o'er us.
 Then, loved ones, no more night,
 Nor pain, nor parting knowing;
 We'll see in fairest light
 Each other's spirits glowing.

L. C.

SCRAPS FOR YOUTH.

ISAAC NEWTON.

Sir Isaac Newton was one of the wisest and cleverest men that England has ever produced. He was born at Woolsthorpe, near Grantham, Lincolnshire. At twelve years old he was placed by his mother in the Grammar School at Grantham, where at first he was very inattentive, but afterwards rose to be head of the school. The time which other boys spent in play, Isaac occupied in making various little machines and contrivances, such as models of windmills, carriages, &c., in which he showed great skill. He tried to understand all that came before him, made sun-dials, and tried various experiments in science. At fifteen years old he went home again, as it was intended to make him a farmer; but instead of looking after sheep and cattle, Isaac spent his time in reading and studying. Being found by his uncle working out a mathematical problem under a hedge, he was wisely sent back to school, and then to Cambridge, where he made those great discoveries which have rendered his name so famous. He used to say that he had made them by "patient thinking." Let this be the lesson we learn from Sir Isaac Newton—*Patient Thinking is the Road to Knowledge.*

RAIN.

If you stand near to a railway engine when the steam is rapidly escaping, a fine, small rain may annoy you.—That fine rain a few moments before, was vapor, hot and invisible in the boiler; but, having escaped from its burn.

ing prison of iron, the cold air first converted it into rain. Cloud vapor is condensed into rain in like manner. The little particles combine by mutual attraction as they fall, and thus they form drops, and the larger the drops are the heavier they are, and the more rapidly they fall to the earth. Hilly lands are more subject to rain than wide plains, because the air, in passing over the hills, rises to higher and colder regions, in which the vapor is condensed. Snow is formed by the vapor being frozen in the state of cloud before it is formed into drops, and hail by the drops being frozen after they are fully formed. Hail is frozen more rapidly than snow, and by the rain-drops passing quickly into very cold currents of air. Hail often appears during thunder-storms, when, owing to the explosions of electricity, there are very rapid changes in the temperature in the cloud regions. It has occasionally been so large, during an electric storm, as to form heavy pieces of ice, which have done much damage as they fell.

THE RIGHT SPIRIT.

A young lad, whom we call Johnny, wrote to his father not long since for leave to join a cavalry company, then being formed in the city of New York. He was a mere boy, hardly old enough to enter the United States' service; but his heart was fired with patriotism, and he was anxious to go to the defence of his country. His request, for certain reasons, was not granted; but we are sure, if Johnny had been permitted to go to the war, he would have made a good soldier, for he is a brave boy, and never flinches from duty. His mother said he would march up straight to the cannon's mouth, and we believe he would. One little incident in his early boyhood will show something of his spirit.

His father, wishing to get rid of a tree which stood upon his grounds, first removed the earth from the roots, and then, not being able to sway it over so as to bring it to the ground, desired Johnny to go up into the top of the

tree and assist him by his weight in bringing it down.—Johnny hesitated a moment, and then did as he was desired. On being inquired of by his mother, afterward, why he hesitated, he made this reply :

“Mother,” said he, “I thought if I climbed the tree I should certainly be killed, but I thought again, *if I was killed in obeying my father, it would not be bad for me.*”

That is what we call true courage.

Johnny knew the danger, for it was real to him, and deliberately made up his mind to meet it. He acted from a sense of duty, confident that in obeying his father nothing bad could happen to him. We hope, whether Johnny goes to the war or not, that his life will be spared ; for the country needs just such men ;—not in the army alone, but in the Cabinet and in Congress ; in all places of influence and trust,—men who will not *flinch*, but be ready to die, if called to this, in the performance of duty.—*Child at Home.*

PRACTICAL TEACHING.

Considerable complaint is made, and rightly too, of a lack of thoroughness in teaching. It is a fact indisputable, that many of our teachers, and among these might be classed many who have gained a high reputation, fail to appreciate the true end and aim of education. They may possess that most desirable faculty of clearly explaining principles, and forcibly inculcating truth ; may labor long, and in a measure successfully, and succeed in conducting a class satisfactorily through the whole extent of the mathematical world, and yet fail to educate their pupils properly. And why ? simply because they have taught the text books ; their teaching has been theoretical, not practical.

Many a scholar leaves the Academy, and the College even, thought to be finished, fully educated, and yet re-

moved from his text-books and aids, is as a stranger in a strange land, but little better fitted than the child, for the practical and every day duties of an active life. He has not learned to reason, compare, or judge; cannot *think*; is unable to reach plain and logical conclusions. The reason is plain. He knows nothing but books; beyond and out of these he is lost. I would not despise book-learning, it is a valuable and very important auxiliary to proper culture, and yet this alone can never educate the man. True, when a man has passed four long years within college walls and drank deep at the well of classic lore, the verdict is, he is *educated*, is now a fine and polished scholar. Thus does the public too generally estimate the scholar by the square contents of books conned during his course.

Teachers, too, to a very great extent imbibe the same opinion, and constantly crowd their pupils through their various studies, eliciting much praise from flattered parents, and creating in the mind of the child ideas of importance and unmerited superiority, ideas which a true process of education never did, nor never will engender; for it is a well established fact, that the more we learn, the more forcibly we are convinced we know nothing. Yet this pernicious and destructive method of teaching is followed in a majority of our schools; parents look with pride upon the apparently rapid progress of their children, the children themselves are flattered with what they consider vast attainments, while the teacher, conscious of the dignity of his station, beholds with increased satisfaction, his decided success; all alike unconscious of the lasting injury inflicted upon the child. The evil results of such a course are apparent to all. The child learns the book and can recite it parrot-like, and if he fails the teacher is ever ready to assist by what lawyers would call leading questions, usually suggesting the required monosyllabic answer; thus the pupil closes his recitation with credit to himself, and reflecting great honor upon his teacher!—The whole is a *farce*, and nothing is effected, but loss of

time on the part of the pupils, expense to parents, and should be a reproach to the teacher. Now who should justly bear the blame? The teacher, most certainly. Every one in this capacity should throw aside the text-books; considering them merely as aids; should teach the principles of science suited to the standing and ability of the student—embodied in simple, plain language, enforced by clear and common place illustrations, and applied to practical examples, not drawn exclusively from the obscure and misty depths of Greenleaf's National, but from the active fertile brain of both teacher and pupil. Thus the pupil would be taught to think and act for himself. Thought is the foundation of all true and thorough culture, and he who has learned to think clearly and systematically, need fear no impediment in his future researches after truth, no obstacles in his onward march toward eminence and distinction. A man thus taught would be practically educated. Here, too, the teacher may see his great responsibility, his own need of true culture, that he may know how to truly educate those committed to his charge.

I have thus imperfectly given my idea of practical teaching, and will endeavor in a future article to point out a few prominent errors common in our day, and suggest, if possible, a remedy.

D. M. C.

SPELLING.—There were some pretty independent and original minds in a late Vermont Legislature, not to be trammelled by dictionaries or "book larnin'." Eight different members of the committee on mileage and debentures spelled the word committee in eight different ways, and all wrong, as follows: "Committy, commity, comitie, committie, comitte, committe, comitee, comitee." Perhaps they went on the principle of the Pennsylvania lawyer, who, when taken to task in court by the opposing counsel, for bad spelling, retorted that "a man must be a fool if he could not spell a word in more ways than one."

TEACHERS' ASSOCIATION.

The Orleans County Teachers' Association convened in the Congregational Church, at Craftsbury, on the 17th and 18th of January. Owing to an almost effectual blockade of snow, but few were in attendance upon the first session; but the friends of the cause, who by continued exertion and commendable perseverance succeeded in running the blockade, came in good numbers, in fine spirits, and strong for the work assigned them; so that the remaining sessions were fully attended and made highly interesting.

The session of Friday afternoon was opened by reading of scriptures and prayer by Rev. H. N. Hovey, of Albany. A lecture was delivered by A. M. Crane of Irasburg, subject,—“The Ideal Teacher.” The speaker proceeded to show that *his ideal* must be one who has *ability* and *will to work*; *ability to command*; the power to please and interest; that there must be earnest engagement in the work, and ability to impart instruction; that there must be a genuine love for the occupation; and crowning all, a truly moral and christian character. The lecture was full of interest, abounding in plain truths, strong argument, and forcible illustration. The lecture was discussed at length by Rev. S. R. Hall, Rev. H. N. Hovey and Rev. T. Bayne. Rev. S. K. B. Perkins, Rev. T. Bayne and C. A. J. Marsh were appointed committee on Resolutions.

EVENING SESSION.

Opening prayer by Rev. S. K. B. Perkins, of Glover. After preliminary business, O. H. Austin of Brownington, read an interesting and instructive lecture, subject,—“The Education of the Man.” He established as the great principle of Education; that it is the first and paramount duty *to educate the man*; not merely the lawyer, minister, or the teacher. He spoke of the prevalent ideas of Edu-

cation, termed *practical* because the time and expense of it are to be repaid in some *material good*, and showed that the Bible reveals the *true nobility of man*; that a high view of our manhood does not foster pride, but humility rather and gratitude; that the *true man* must do *manly* work, as the living fountains must send forth their waters; and cited Franklin as an illustration of manly culture.

He said *the times call for men*; that we had far too many politicians trained up to deceive the people and secure high places of trust, now we want *men*; yes, *true men* must constitute our repaired and purified Republic; that teachers, especially of the common school, are called upon to elevate and direct the popular notions in respect to education; and concluded by exhorting all to go forth into the broad fields of literature and science, and gather laurels, which shall adorn the mind and give the world a race of men.

Mr. Austin was followed by G. W. Todd, of the Liberal Institute, Glover, subject,—“Our Implied Contracts.” After premising that when men enter into society, at the legal age, they tacitly bind themselves to perform all their contracts with society; that these implied contracts are as binding and obligatory on mankind as their express legal contracts, and the public so regards them, the speaker affirmed that in educational matters each individual promises as a member of society to do all in his power.

1st. We promise to furnish the means for the education of the masses.

2d. We promise to furnish a good and convenient house for school purposes. While individuals are ever ready to build fine dwellings; counties to furnish good county buildings; religious societies willingly build, and ornament churches, &c.; a large proportion of society complain of erecting good and suitable school-houses.

3d. We promise to attend the annual district school meeting, and select the right man for Prudential Committee.

4th. We promise to furnish good teachers; to visit the school; to see that pupils are at school every day and in season; and to take a real, heartfelt interest in the affairs of common schools.

5th. In short, we promise to scatter wide the seeds of Progress and Radical Reform.

Without executing these tacit promises we cannot cancel our obligations to society. The lecture was replete with bold truth and forcible argument and was uttered with the force and earnestness that characterize the speaker and render him so strong and efficient a laborer in the cause.

MORNING SESSION.

The session of Saturday morning was very fully attended. Prayer by O. H. Austin. A lecture was delivered by H. R. Foster, of Coventry Academy, subject, "—The Duty of the Teacher in the Training of the Child." The speaker pointed out in a clear and forcible manner the duties of the teacher in all his relations to his pupils, as regards Physical, Intellectual, Moral, and Religious training. It was a very interesting address and was listened to with marked attention. This was followed by the discussion of the resolution, Resolved that the Public are primarily, mediately, and ultimately the cause of poor schools. D. M. Camp, of Charleston Academy, opened the discussion upon the affirmative, sustained by Messrs Hastings of Craftsbury, Foster of Coventry, Bayne of Irasburgh, and opposed by C. A. J. Marsh, the only one who appeared to defend the rights of an *injured* public. The discussion was very interesting, and not a little amusing, some of the speakers pretending the negative, yet by pointed sarcasm and pungent satire strongly supporting the affirmative. After an animated and extended discussion, the resolution was passed by a handsome majority. The following resolution was presented and laid upon the table:

Resolved, That this Association entertains a profound

conviction that a greatly increased attention and prominence should be given to the Geography and History of our own State, in the studies of our common schools. A resolution of hearty thanks to the citizens of Craftsbury, and to the choir, was unanimously adopted.

This was considered by all to be, by far the best meeting of the Association ever held in the county, and the friends of the cause have great reason to be encouraged, and to hope for far greater success in the future.

REV. S. R. HALL, President.

D. M. CAMP, Cor. and Rec. Secretary.

EDITORIAL DEPARTMENT.

FAMILIAR SUGGESTIONS TO COMMON SCHOOL TEACHERS.

We propose to extend our suggestions upon *Arithmetic* a little further. We hinted in our last that *Addition* and *Subtraction* are the *only* rules in *Arithmetic*. Few pupils gather the truth from our text-books, on this point. Many suppose that all which is bound in one volume and labelled "*Arithmetic*," really belongs to that subject. What is *Arithmetic*? "The science of numbers." What is number? "A collection of units." Now, what can you do with numbers? Add them together, and take them apart or compare them. You may separate units into fractions and add or subtract these parts; you may combine numbers of different denominations, and add or subtract the compounds. You can do nothing more with *numbers*.

You are through with *Arithmetic* when these two rules with all their applications, are thoroughly mastered. Notation and Numeration are no more *rules* than the *writing* and *reading* of Greek. Multiplication and Division are simply short methods of adding and subtract-

ing, not additional rules in Arithmetic. All other rules in the *book*, properly belong to the Higher Mathematics, Algebra, Geometry, &c. The methods of multiplying and dividing are familiar to all. We will pause here only to notice some of the *freaks* of the figure 9. You may multiply it by each of the nine digits and notice the results.

$$9 \times 1 = 9$$

$$9 \times 4 = 36$$

$$9 \times 7 = 63$$

$$9 \times 2 = 18$$

$$9 \times 5 = 45$$

$$9 \times 8 = 72$$

$$9 \times 3 = 27$$

$$9 \times 6 = 54$$

$$9 \times 9 = 81$$

The figures in each of these products *added* = 9. They are 9, 18, 27, 36, 45, 54, 63, 72, 81. Now add, $9=9$, $8+1=9$, $7+2=9$, $6+3=9$, $5+4=9$. You will here observe, that from this point, in the multiplication, the products are the same figures in an *inverted* order. The 45 becomes 54, the 36 becomes 63, the 27 becomes 72, and the 18 becomes 81. These last figures added again = 9.

The teacher should always call the attention of his class to the relation which multiplication and division sustain to each other. The one is a short way of adding and the other, a short way of subtracting; multiplication is the *combining* and division the *separating* of factors. Hence, in the two processes, the same terms are used, but differently named according to their relations. For example, you multiply 25×5 , or 5×25 and obtain the answer 125. Here the multiplicand and multiplier are combined to produce a product. Now divide 125 by 5 and you have 25, or by 25 and you have 5. In these relations, the same numbers change names. The 125 which was a *product* becomes a *dividend*, and the multiplicand and multiplier become divisor and quotient. If you have a product composed of three factors, either one of these factors may be obtained by dividing this product by the product of the other two. The original product is reproduced by multiplying the divisor and quotient. Hence, the two rules prove each other.

In teaching Arithmetic, it seems the most proper to take up the subjects in their natural order. *Vulgar*

Fractions which are created by simple division, should be taught in connection with that rule. Compound numbers, Federal Money and Reduction furnish other examples for addition and subtraction, by long and short methods, hence, they may properly be studied, before the pupil advances in *Fractions*.

Teach systematically and thoroughly, but *sparingly*. Many teach too much. The pupil should not be told what he can find out himself. Explain principles more than facts; teach the *science* and not the book.

An Omission.—In the article on "History of our Country in Public Schools," Feb. No., page 43d, the sentence, "He learns to love his country, not merely because he was born within her limits, nor yet because her history is engraven upon the tablet of his memory and interwoven with the texture of his soul," should read, "He learns to love his country, not merely because he was born within her limits, nor yet because *her soil has sustained him, but because* her history is engraven upon the tablet of his memory and interwoven with the textures of his soul." The *italicised* clause is the one omitted, in the article as published.

Just As it Should Be.—We learn with pleasure that our friend and co-laborer, *Rev Sam'l Findley*, late editor of the Penn. Teacher, has been elected to the Chair of Rhetoric, in the Western University of Pennsylvania, located at Pittsburg. The right man in the right place.

Killed in Battle.—"Lieut. Pierce, one of the killed at Newbern, was principal of the high school at Woonsocket, R. I., when the war broke out. His loss will be deeply regretted, especially by the teachers in the state. He had been very active in the teachers' institutes and in promoting the cause of popular education by every means in his power. He was a native of Massachusetts, and a graduate of Williams or Amherst College."

The word School is derived from the Greek word "*Schole*," meaning "leisure;" the Latin Synonyms are *otium* and *vacatio*. Is this the reason why we find in some schools, so much *leisure* and so little *study*?

Get up a Club. We will give a copy of the Vermont School Journal for 1862, to any one who will procure *eight new* subscribers and send us \$4. Now is your time.

Punctuality.—In the following extract from a Report of the committee of Keene (N. H.) High School, we find a remarkable example of punctuality which we understand has been secured by the co-operation of Teachers, Pupils and Parents. Yet much of the credit is undoubtedly due to the accomplished Teachers, Mr. and Mrs. Burbank. We should be glad to publish similar reports of our Vermont High Schools, and shall be proud to find one which ranks as high.

Summer term, 12 weeks. Whole number of scholars, 80; males, 30; females, 50. Average attendance, 76. Number not absent, 58. Tardy, 0. Number of visits by Superintending Committee, 12; Prudential Committee, 8; citizens, 175.

Fall term, 12 weeks. Number of scholars, 82; males, 34; females, 48. Average attendance, 78. Number not absent, 60. Tardy, 0. Visits by Superintending Committee, 13. Prudential Committee, 11. Citizens, 245.

Winter term, 14 weeks. Number of scholars, 94. Males, 43; females, 51. Average attendance, 91. Not absent, 68. Tardy, 0. Visits by Superintending Committee, 15. Prudential Committee, 12. Citizens, 525.

P. S.—In a school nearer home, we have to report 1055 *tardy* marks, the same year!

NOTICES OF BOOKS AND PERIODICALS.

The Atlantic Monthly has increased in circulation more than 10,000 copies since the beginning of the year. The same thoughtful and patriotic political papers, from the best prose writers, will continue to lend power and dignity to its pages; and favorite poets will evolve from the ever-shifting phases of our national affairs the lessons of the hour. The two great *serial* features which have so firmly fixed public attention—Professor Agassiz's popular expositions of the science of Natural History, and James Russell Lowell's "Biglow Papers"—will be continued each month.

The Continental is a new and sterling monthly devoted to Literature and National Policy. It is intended to meet a special want now unsupplied, by furnishing an Independent Magazine, which shall be open to the first intellects of the land, and which

shall treat the issues presented, and to be presented to the country, in a tone no way tempered by partisanship, or influenced by fear, favor, or the hope of reward; which shall seize and grapple with the momentous subjects that the present disturbed state of affairs heave to the surface, and which CAN NOT be laid aside or neglected. Edited by C. G. Leland. Published by J. R. Gilmore, 110 Tremont St., Boston. One copy \$3, postage paid. Three copies \$6, postage unpaid.

American Journal of Science and Art, conducted by Professor B. Silliman, B. Silliman, Jr., and James D. Dana, in connection with Prof. Asa Gray, Prof. Louis Agassiz, and Dr. Wolcott Gibbs. To every lover of scientific investigations, this periodical will be invaluable. The articles in the March number are, History of Conchology in the United States, Physics and Hydraulics of the Mississippi River, Contributions to Mineralogy by Genth, Coal Formations of N. A. The Electric Spark, Physiographical Sketch of the Rocky Mountains, North Atlantic Telegraphic Explorations, Scientific Intelligence in Physics, Chemistry, Technical Chemistry, Geology, Astronomy, Meteorology, and Miscellaneous Intelligence. Published bi-monthly, by Silliman and Dana, New Haven, Ct., at \$5 per year.

Harper's New Monthly, and *Harper's Weekly*, are before us, each supplying a desideratum no where else to be found.

For notices of the *Home Monthly*, *Godey's Ladies' Book*, *Arthur* and *Peterson*, see the March and previous numbers of the Journal. As good as ever—send for them.

The New Englander is before us. This is a quarterly of distinguished fame in the literary world. Not being familiar with it as a reader, we have passed it to the hands of one who has been a constant reader of it for many years. A fuller notice by him will appear next month. Price \$3 per year. Address Wm. L. Kingsley, New Haven, Ct.

Method of Teachers' Institutes, and the Theory of Education, by S. V. Bates, A. M., Dep. Supt. of Com. Schools of Pa. Contents,—Value of Institute Instruction, Object of, Organization of, District Institutes, Method of Conducting, Constitution, Subjects for Discussion, Theory of Intellectual Education. The contents and the reputation of the author, sufficiently indicate the character of the work. Published by A. S. Barnes and Burr, New York.

We have before us several valuable School Reports, which we shall notice at a future time. We shall also glean from them some valuable facts and suggestions for the perusal of Vermont Teachers.

* * * We are requested by the Adjutant and Inspector General of Vermont, to say that he will furnish to friends of deceased soldiers all necessary blanks for obtaining the money due such soldiers, thus saving percentage to agents. Address P. T. Washburn, Adj. and Ins. General, Woodstock, Vt., enclosing return postage.

THE VERMONT SCHOOL JOURNAL.

Vol. IV.

MAY, 1862.

No. V.

“SHE KNOWS ENOUGH TO TEACH OUR SCHOOL.”

So said a school agent who had ransacked the county to find a *cheap* teacher,—one who would charge only a dollar and a half per week and board among the scholars. There was no enquiry as to her character, or qualifications, but “how much does she ask?” And when the question of her efficiency was raised, he replied, “She knows enough to teach our school. It is small and *backward*.” No greater mistake could be made than this. *An ignorant teacher for an ignorant school!* Nothing could be more absurd. Employ ignorance to instruct ignorance? The more backward the school, the more intelligent should be the teacher. And on the score of *economy*, nothing is gained. No district can afford to have a *poor* school and hence they cannot afford to employ a *poor* teacher.

But how much does this teacher know? 1st. Does she understand enough of Physiology and Hygiene to be qualified to protect the health and life of her pupils? Is the school-house constructed with no regard to the comfort and safety of those who resort there for instruction? It is the teacher's business, so far as can be, to correct the evil. Are the seats so high that no child under ten years of age, can touch its feet to the floor? The teacher should, if possible, secure a mechanic to cut them down. If this cannot be done, the pupils should never be allowed to occupy these seats, long at a time. Give them freedom in the open air, to relieve their aching limbs and weary bodies. Has the school room no means of ventilation? It is the teacher's duty to open some safe avenues for the

free circulation of fresh air. There are school-houses in our midst, filled with stifled atmosphere more dangerous than that of the poison valley of Java—more dangerous, because not immediately fatal in its effects. Children do not fall dead by your side, in a poorly ventilated school-room; but they inhale poisons which infect their blood, injure their constitution and often bring them to a premature grave. Is it not the teacher's business to understand these laws and facts, and guard against the evil? The teacher should also understand how to regulate the temperature of the school-room. Most of the rooms are overheated; some range as high as 90° Fahrenheit. Sixty degrees should be the *minimum* and seventy, the *maximum*. And it is of the utmost importance that this temperature should be uniform. Pupils should never be allowed to sit by a window slightly raised, so that the cold air can impinge upon the body. Is that a competent teacher who sends her pupils home at night, with their limbs half paralyzed from confinement upon badly constructed seats, and their shoulders stooping for the weary load of early consumption? Is she a competent teacher who allows her scholars to be so oppressed by artificial heat that they are kept in a high fever during the whole term?

The laws of health and the means of its preservation should be thoroughly understood by every candidate for this high office. It makes little difference how small and "backward" the school; sound health is important for all. This knowledge should include practical gymnastics, as a means of physical development. No teacher can be regarded fully qualified, who does not appreciate the importance of this subject.

2. Does the teacher know how to manage and control her school?

The ability to do this is much more the gift of nature than an acquisition. If the mistress has not skill, she cannot manage; if she has not authority, she cannot govern. Yet, neither of these can be acquired by those who

have not natural talent. Keen discernment, force of character and common sense, are essential to a teacher's success. Where the talent exists, it can be improved by cultivation. "The gem cannot be polished without friction;" but there can be no polish, if there is no *gem*. The great secret of success in school-keeping, lies under this head. To *manage* well, the teacher must understand human nature, must have system and order and promptness, in all she does, and must devote to her daily school duties, all her time and strength. She must be familiar and kind, yet, firm and decided; she must gain the sympathies and confidence of her pupils, yet hold them by force of Law, whenever occasion requires. Is she qualified to *control* her scholars. She will do it chiefly by *management*. A systematic and well regulated school under the eye of authority, is of necessity well governed. The true teacher has self-control and this gives her power to control others. It inspires confidence and commands respect. She moves about with dignity and composure, and an unconscious influence pervades the school-room and creates order and life.

3. Does the Instructress know how to *teach*?

I do not inquire whether she is familiar with the branches studied in our schools, but what is her knowledge of the art of *teaching*?

If she understands her business, she will not place herself on a lofty eminence above her pupils and attempt to overawe them by her own erudition. She must come down from such an eminence, and taking them by the hand, point out the niches in which others planted their feet when climbing, while at each successive step she shows them the increasing beauties which open before them. She must keep out of their light and make just as little exhibition of her own learning as possible.

Nor will she allow herself to be used as a *crutch* for her pupils to *limp* on, smoothing down every obstacle that is encountered, requiring no mental effort and cultivating a

habit of dependence. On the other hand, independent thought and self-reliance must be cultivated, discipline secured and the habit of *expression* formed. The teacher must not, then, *pour in*, nor *draw out* knowledge, but require the pupil to study faithfully, and recite independently under the guidance and inspiration of *sparing* instruction.

4. Does the teacher understand the responsibilities that rest upon her in this elevated position? Does she know how far her example will go for good or evil? And does she possess such principles and such a character, as may be safely transferred to her pupils? In a word, "does she know enough to teach our school?" If so, employ her, pay her liberally, give her *one* home, treat her kindly and confidentially, visit her school and co-operate in all her efforts for the improvement of your children, and none but good results will follow. o.

SCHOOL HOUSES.

NO. II. THEIR CONSTRUCTION.

After choice has been made of a good location, the next thing needful is the *erection of a suitable edifice*.

An appropriate structure, with whatever else is needful to the bodily comfort and health of children engaged in study, is of no small moment. Too little importance is ordinarily attached to convenient and well-devised buildings of all kinds, especially as they need cost little, if any, more than the rudest and most ill-contrived which we now have. Also beauty, other things being equal, should be by no means disregarded. Its presence is always desirable, so far as it is not made to encroach upon utility. In structures generally, both taste and adaptation to service may be consulted with advantage. Most of all, should they be kept in view in the erection of an edifice designed for the use of the young, and as a help in their education.

An inviting and comfortable school-house,—one which is not dingy, but cheerful, in its appearance—one too which is not only pleasant, but appeals to the sense of the beautiful—has no insignificant bearing on the opening mind of youth. Accordingly, in the erection of such a building, special care should be taken that it be not merely *convenient and comfortable*, but also *pleasant and tasteful*.

Now these qualities, if they be so deserving of consideration, need to be kept in mind, and rendered predominant, first of all as characteristic features in the *grand outlines* of the school-house. They should be made prominent, so far as fitting, in its external form and appearance, as well as in its structure and arrangements internally. In order to this general adaptation, little more is necessary than forethought in devising, and discretion in the carrying out of the plan devised. And what an advantage is by this means secured. The school-house is an ornament to the neighborhood, and has an attraction for the young. The simple existence of a commodious building, conveniently arranged, in which the older brothers and sisters cheerfully meet for study, not only has an influence on the younger children, but also lures all to school, leads them onward step by step, helping to make each advancement in knowledge rather a pleasure than an irksome journey. Indeed, a great deal is gained, when the place for learning ceases to be regarded as an object of dread, and “going to school” is no longer a disagreeable task.

So, again, the qualities referred to ought not to be lost sight of in the arrangement and finish of particular parts, and especially of proper *seats and desks*. These should be adapted to those who are to occupy them. They need to be such in their structure, as not to be unnecessarily repulsive or wearisome, and so arranged as to subserve convenience and render the school-room an attractive and agreeable place for study. Comfortable seats need be little more expensive than those four-inch benches, still to be met with in some quarters, which the fathers once a

year find "so hard" for the single half-hour of school-meeting, if so be they ever enter the school-house at all. And yet these are the seats, on which little ones are often sentenced to sit six live-long hours a day in perfect stillness; seats, indeed, on which if the child remain in quietness, he passes his time ill at ease in mind and without comfort of body. He is in fact sure to sin against the organic laws of health, if he succeed in observing what might, under other circumstances, be wholesome regulations established by the teacher. Such a violation of the primary conditions of physical well-being no less necessarily results in its appropriate evil, than non-conformity with the arbitrary rules of decorum. This being the case, parents ought to enquire whether they are not doing a gross injustice to the teacher as well as to the taught, when they fail to supply furniture suited to ensure bodily comfort. They certainly should see to it that the young are as seldom as possible placed in the dilemma, in which they are sure, in trying to avoid one evil, to fall into another of scarcely less magnitude.

But, once more, a good house, with seats and desks, both tasteful and well adapted to secure the bodily comfort of children, will not make the school-room pleasant, if there be not a given supply of *warmth, light and pure air*. Suitable arrangements should accordingly be made, by which a proper temperature may be secured. Usually the deficiency is not so much in heat as in its distribution. Too often the head is excessively warm, while the feet are suffering from cold. So light is needful, not only for the sake of seeing, but also in order to the health of the eye and of the whole body. Due regard should consequently be given to this point, both in the general construction of the school-house, and in the arrangement of the seats. A sufficient amount of fresh air is likewise of great importance. Without it the pupil cannot be kept wide-awake, and intent on his studies. Oxygen is as necessary for the lungs as good bread for the stomach. And yet the child

is often compelled to breathe and re-breathe the atmosphere of the school-room, after it is for the most part deprived of its invigorating qualities, and loaded with poison. In every such case interest in study begins to lag, health to be impaired, while seeds of fatal diseases are sown, from the simple want of suitable arrangements for ventilation.

We see, then, that *much is involved* in the proper construction of the school-house. Not only the configurations of the whole edifice, not merely the kind of seats and desks furnished, but also with these the arrangements for warming, lighting and ventilating, have a great influence upon the pupil and the teacher. When every thing is comfortable and convenient, the instructor is in good humor, while the learner is in a way to be contented and happy in his pursuit of knowledge. If the room or rooms for study be cleanly and well-aired, the child is not worn out with lassitude, and rendered doubly restive under school restraint. Are the apartments, with all the furniture necessarily appertaining thereto, neat, tidy and tasteful, they make him feel at home; they tend to draw out and nurture his powers in a healthy direction, while study, being no longer an object of abhorrence, becomes his delight. Still this result is not likely to follow, if the child's bodily position, while in school, be uncomfortable, and all that meets the eye calculated, as is too often the case, to inspire restlessness and gloomy forebodings. Some, perhaps many, of us look back in memory to the district school-house, almost as we would to a dungeon, in which we were once long immured; as we would to a lonely cell, from which after wearisome days of painful toil we at length escaped. Yes, we think of it as of a dreary prison-house, in which we were doomed to pass many months and years of confinement, injurious to health of body, mind and heart, and not as of a centre of attraction, around which cluster in later life many of the most endearing and gladly cherished recollections of childhood.

If such be the case, surely we, who are now upon the stage of action, are *called* to see that our school-houses are convenient, comfortable and pleasant. This is for the interest, not of one or of a few merely, but of all, and will do much to determine the character of the rising generation. Indeed, well-arranged, sufficiently lighted and properly ventilated rooms add so greatly to the cheerfulness and welfare of the pupil—relieve to such an extent from the weariness of the flesh, giving new zest to the attractions of study—and are in the long run so much the cheapest, if health and intellectual progress alone be considered—that it is a wonder that parents, especially New England parents, who are so noted for their thrift in most other respects, can be satisfied with the present “hang” of many of our school-houses. P.

Errata in No. I.—Page 57, tenth line from bottom, *property* should be *properly*. Page 58, ninth line from top, *and* should read *that*. Page 61, ninth line from top, *inspiration* should be *impartation*. Page 61, last line but one of article, for *which* read *with*.

RATHER PHARISAICAL.

A minister sat at his desk one day,
Where he had sat often before;
For he was preparing a grand essay,
To read to his hearers the very next day,
Concerning “the true and the living way,”
Which would lead them to Heaven’s door.

He wandered forth from his cool retreat,
’Twas a beautiful morning in May;
And he took his way through the crowded street,
Where the constant humming of busy feet
Arose as he passed his ears to greet,
Then in distance died away.

A little girl sat in that crowded street,
No father nor mother had she;
Her dress was scanty and bare her feet,
And day after day she had naught to eat,
Kind words came seldom her ears to greet,
And her grief was sad to see.

The preacher came down on the self same side,
Revolving his grand essay ;
Did he stop where the little girl sat and cried ?
Ah no, not he ! he had too much pride,
And no spare moments had he beside,
On a poor child to throw away.

But soon, as he walked with stately stride,
A little black puppy came by ;
He stopped and called him up to his side,
Then patted his head with a childish pride,
And stroked his ebony coat beside,
With juvenile ecstasy.

A humble school teacher observed the deed,
And he thought of the holy command,
The naked to clothe and the hungry feed ;
The needy to help in their time of need,
And to these precepts he took good heed,
With a willing heart and hand.

He went to this poor neglected child,
As she sat by the way and cried ;
Her wants he supplied and in accents mild,
Spoke words of hope till she sweetly smiled ;
And thus her sorrows she soon beguiled,
And her tears of grief were dried.

O ye whose hearts, grown hard and cold,
To selfish ambition are given ;
Though you from the needy and poor withhold
Your treasured riches or hoarded gold,
Remember, " Their angels always behold
The face of our Father in Heaven." C. A. C.

The culture of the intellect is an unmixed good, when it is sacredly used to enlighten the conscience, to feed the flame of generous sentiment, to perfect us in our common employments, to throw a grace over our common actions, to make us sources of innocent cheerfulness, and centers of holy influence, and to give us courage, strength, stability, amidst the sudden changes and sore temptations and trials of life.

OUR COUNTRY'S HISTORY IN THE PUBLIC SCHOOLS?

If further proof of the importance of this branch of instruction is needed, we have it in the past history and present condition of that ancient people of whom, as concerning the flesh, Christ came, and to whom were committed the oracles of God. Scattered throughout the earth, a by-word and a reproach among men, they still are one people. Their nationality is as distinct and their undying love of country as strong, as in the days when the sweet singer of Israel poured forth from his prophetic lips those mournful strains of inspired melody whose vibrations thrill through the soul and go down to the depths of the inner being. "By the rivers of Babylon there, we sat down; we hanged our harps upon the willows, yea, and we wept when we remembered Zion. If I forget thee, O Jerusalem, let my right hand forget her cunning, if I do not remember thee, let my tongue cleave to the roof of my mouth, if I prefer not Jerusalem above my chief joy." Words of vast import are here! What an effort to mirror forth the deep toned sentiments of patriotic affection which, struggling for utterance through the feeble medium of words, points beyond that medium to emotions which are unutterable. The descendant of Abraham who, notwithstanding Turkish oppression, still clings with patriotic devotion to the holy city, thankfully purchases from his inhuman oppressor the precious privilege of gazing upon the ruins of that "Holy and beautiful house" whose consecrated walls once echoed to the voice of the Son of God. From the ice-bound regions of northern Europe, from the sunny plains of Hindostan, from the crowded thoroughfares of busy London, or the classic ruins of the "Eternal City," the Hebrew exile bends his steps toward the land consecrated by the covenant of his God and the blood of his fathers, happy and

grateful, if he is there permitted to find a grave. Though born in another land, yet the history of his nation is written upon his heart as with a pen of iron. He knows that the bones of his ancestors are there and he seeks to be gathered to the dust of his fathers. It is a recurrence to History. It is the result of obedience to the Divine injunction. "These things that I command thee this day, shall be in thy heart and thou shalt teach them diligently unto thy children and shalt talk of them when thou sittest in thy house, when thou walkest thy way, when thou liest down, and when thou risest up." Thus we see that oral instruction in their history was made the duty of parents to their children, and I aver that the faithful discharge of that duty through successive generations, has done more to perpetuate their nationality, than all other causes combined. If then a knowledge of our own history is so essential to the development of a sound and healthy nationality, how earnestly should we labor to promote it among the rising generation. How anxious should every parent, every teacher, every patriot be to secure an object so interwoven with the future destinies of the nation. Look at the patriotic North struggling to uphold the most beneficent government that ever blessed a people, and then at the traitorous South striving with paricidal hands to overthrow it, and what makes the difference? I answer, the general intelligence of the one and the almost universal ignorance of the other. Those who are bravely fighting for their country will, as a general thing, if questioned, be found to understand its history, and if there be exceptions, they only prove the rule. Let us, then, as a people who understand and appreciate the blessings we enjoy, labor in this, as in all other proper ways, to transmit them unimpaired to future generations.

C. A. C.

Refined manners and polite behavior must not be deemed altogether superficial.

THE TOWN SUPERINTENDENT.

A successful system of common schools necessarily involves much of that "machinery" which many good, conservative people of to-day are pleased to pronounce "humbug." This "machinery," too, must be in "working order" in every part, or the good results of the whole system are partially defeated.

The clock is useless as a time-keeper, when any part of the machinery is not in a condition to perform the part assigned to it. Now, which part of the "machinery" of our common school system is most imperfect, I shall not presume to decide; my limited observation does not qualify me to do so; but I believe my experience will justify me in finding a little fault with the town superintendent.

I taught a district school the past winter, where the superintendent did not visit us until the tenth week. He then made a short call, which was the first and last the school saw of him.

He made no remarks, and some of the scholars, after he left, inquired who he was, and what he came there for. It was not on account of the insignificance of the school that it was thus slighted. The number of scholars was forty-one, average, thirty-seven. Other schools were cared for in about the same manner. There was no teacher's association in town, nothing of the kind. All were waiting for the superintendent to take the lead, as it was regarded as his duty to do so. This is not an extreme case; probably scores of similar cases can be found in the state; but there was just the difficulty too often found, viz:—*the superintendent had business enough without looking after the schools in town*; his great mistake was in taking the office at all; its duties were made a secondary matter.

I am aware of the poor encouragement the superintendent receives in a pecuniary point of view, yet, if he accepts the office he should do it with his "eyes open," and

with the determination to discharge its duties faithfully. Any man who is truly alive to the work of education will not set coolly down to calculate in dollars and cents whether his labor "will pay." The best educators among us are making great sacrifices in behalf of the cause for which they labor.

Sometimes the superintendent is an "M. D.," who thinks more of his visit to some already over-dosed patient, than of the responsibility devolving upon him in the supervision of the schools.

It is not interesting to the teacher who is toiling earnestly and devotedly to mould in symmetry the pliant mind of youth, to have the superintendent make him a hurried "call," apologize for not being more attentive, and "wind up" with a glowing account of his "run of practice!"

As a class, I have no doubt the town superintendents are doing their work faithfully, notwithstanding the poor remuneration they get in dollars and cents; but there are some disgraceful exceptions. There is a great responsibility resting with this office, and, while an indifferent incumbent is worse than none, the influence of the earnest living superintendent will be felt by the humblest pupil that attends the common school.

H. S. E.

BOOKS FOR CHILDREN.

BY JAMES CURRIE, A. M., SCOTLAND.

1. The subject of it [the child's book] must be a story, of which the interest centers distinctly on a person, or on some object actually or virtually personified. Science and history, therefore, however much simplified and garnished, are from their very nature unsuitable; the one being too abstract, the other too complex.

2. The book must appeal to the imagination, and not merely to the reason or understanding. A cold, didactic style, however clear, has no attractions for children.

3. In speaking to the feelings the book must not assume too great a degree of self-consciousness in the children. Some otherwise suitable books are spoiled by a perpetual moralizing in set terms, and calling for reflections of a nature quite beyond the children to make ; forgetting that morality should be woven into the entire web of the narrative, and that they imbibe the impression of it in silently indentifying themselves with a personage whose sentiments and actions are moral.

4. In teaching morality the book must be careful to base it on a sure foundation. A false morality is a dangerous, yet very common fault in a child's book. Virtue is very frequently associated with personal and temporal advantage, as when "getting on in the world" is made the basis for inculcating truthfulness and honesty ; and vice is frequently condemned on the ground of personal and temporal disadvantage alone. If virtue and vice be grounded on no deeper basis, the child's morality must in course of time be rudely shocked, and perhaps overthrown. Sometimes virtue and vice are founded on extreme cases of reward and punishment. Thus the boy who robs nests has often assigned to him the fate of falling from a tree into a river and being drowned ; or the lying child goes on in a wicked course, till perhaps he comes to the gallows, or, like Ananias, is struck dead. Such consequences either rarely or never occur ; and if no other penalties of vice are mentioned, the child will conclude from its never seeing these particular ones occur that there are none at all.

5. The book should portray virtue for imitation rather than vice for avoidance. It is not prudent to anatomize vicious characters before the young, to trace their steps their various schemes, to show up their designs ; even for the purpose of denouncing them. As has been well remarked, "the infectious nature of vices is not destroyed by the reproach which may be attached to them." There is no use of giving children an experience of evil they

had better be without. Let their innocence be preserved as long as it may ; the knowledge of good and evil will come soon enough. Not the dark side of human nature, then, but the bright should be held up as the picture on which they should dwell.

6. The subject of the book may be either bad, to their experience, or it may be remote from it ; but the story should not be improbable. Robinson Crusoe and the Fairy Tales are equally admissible.

7. The sentiment and style of the book should be unaffected. The bantering prettinesses sometimes addressed to the young with the view of getting them to listen, regarding either their personal appearance, or their actions and dispositions, can only breed conceit and affectation in return. And in point of style, there is an *excess* of expression, a studied affection and over-doing of childish words, which by no means add to the beauty or simplicity of the narrative.

Books for children fall under two classes ; those whose subject matter is real, and those in which it is fictitious. For the former kind many incidents in biography, and many biographical incidents in history ought to be available. But much less is available than would at first sight appear ; which is fully explained if we recollect that a large portion of these incidents are connected with crime and punishment, and that it is not so much the quiet and unobtrusive virtues they record, as the more noisy and popular. There remain to be noticed those books which embody fictitious narrative. The utilitarian spirit has almost entirely banished from the present generation the old nursery tales ; Cinderella, Aladin, Sinbad, and the fairies are in disgrace. These and similar tales must and will be brought back again, being fitted for children in all time. They are much superior in respect of healthy influence to the generality of books which for the present have superseded them. They are not professedly moral tales ; they are tales of imagination and amusement ; but neither

are they immoral; of none of them can worse be said than that they leave morality where they found it. Whilst many of them, especially the fairy tales, have a distinct moral influence, separating good from evil by a wide and impassible gulf, instead of mingling them up together as is now so commonly done.—*Barnard's Journal of Education.*

PROBLEMS OF THE GRINDSTONE AND HAYSTACK

In a recent article published in the Journal, upon "*Modes of teaching Arithmetic*;"—a solution of a Specified Problem, found in Greenleaf's Higher Arithmetic, was solicited for the benefit of some of our younger teachers. As no one has responded to that solicitation, and as the writer's aid, in solving that and another kindred Problem, continues to be invoked by teachers unable to do the work alone, will you allow him through the medium of the Journal, to furnish them and others in like need, with the requisite statements for the answers sought.

Prob. 22d, p. 394.

A, B, C and D, bought a Grindstone 40 inches in diameter. The diameter of the shaft was 4 inches. What number of inches shall they each grind off from the semi-diameter in the order of the letters above, provided they own equal shares?

$$\text{1st. } \frac{40 - \sqrt{(40)^2 - (4)^2 \times 3.4 + (4)^2}}{2} = \text{A's share.}$$

$$\text{2d. } \frac{\sqrt{(40)^2 - (4)^2 \times 3.4 + (4)^2} - \sqrt{(40)^2 - (4)^2 \times 1.2 + (4)^2}}{2} \\ = \text{B's share.}$$

$$\text{3d. } \frac{\sqrt{(40)^2 - (4)^2 \times 1.2 + (4)^2} - \sqrt{(40)^2 - (4)^2 \times 1.4 + (4)^2}}{2} \\ = \text{C's share.}$$

$$4\text{th. } \frac{\sqrt{(40)^2 - (4)^2} \times 1.4 + (4)^2 - 4}{2} = \text{D's share.}$$

Prob. 34, p. 395.

Messrs. Pierce, Rowe, Wells and Northend, bought a stack of Hay in the form of a quadrangular pyramid, whose altitude was 16 feet. They pay equally, but as the upper part of the stack had been injured, it was agreed that Pierce, who takes his share from the top, shall have 10 per cent more than Rowe, and that Rowe, who takes his share next, shall have 8 per cent more than Wells, and that Northend, who has the bottom of the stack, shall have 10 per cent more than Wells. What number of feet from the altitude shall each take in the order specified.

$$1. \sqrt[3]{(16)^3} \times \frac{1,10 \times 1,08}{1,10 \times 1,08 + 1,08 + 1 \times 1,10} = \text{What P. takes.}$$

$$2. \sqrt[3]{(16)^3} \times \frac{1,08 \times 1,10 + 1,08}{1,08 \times 1,10 + 1,08 + 1 + 1,10} \\ - \sqrt[3]{(16)^3} \times \frac{1,08 \times 1,10}{1,08 \times 1,10 + 1,08 + 1 + 1,10} =$$

What Rowe takes.

$$3. \sqrt[3]{(16)^3} \times \frac{1,08 \times 1,10 + 1,08 + 1}{1,08 \times 1,10 + 1,08 + 1 + 1,10} \\ - \sqrt[3]{(16)^3} \times \frac{1,08 \times 1,10 + 1,08}{1,08 \times 1,10 + 1,08 + 1 + 1,10} =$$

What Wells takes.

$$4. 16 - \sqrt[3]{(16)^3} \times \frac{1,08 \times 1,10 + 1,08 + 1}{1,08 \times 1,10 + 1,08 + 1 + 1,10} =$$

What Northend takes.

It may be, perhaps, a sufficient explanation of the above, to refer to the principles of Geometry involved in them. 1st. That the areas of circles are to each other as the squares circumscribed about them, or the squares of their diameters; and 2d, That the contents of similar solids are to each other as the cubes of their homologous sides or altitudes. If not, it is certainly pertinent, Messrs. Editors,

to inquire, whether a Text-Book containing very many Problems more difficult of solution than the foregoing, is a *suitable* Arithmetic for use in our Common Schools.

TEACHER.

THE MANAGEMENT OF ACADEMIES.

NUMBER THREE.

Our Academies do great wrong in permitting scholars to study branches for which they are not prepared; and in permitting pupils somewhat advanced to pursue higher branches to the exclusion of common branches which they much more need. In the first instance, the pupil neither gains valuable discipline nor acquires useful knowledge. The intellectual nourishment offered is good, but too high. The act of reaching is invigorating, when reasonable, and when the strength is stimulated by continual achievement; but bootless labor is always discouraging. When a subject implies the mastery of more elementary branches which are not mastered, the study of it is useless and wearisome, and likely to result in indifference to all mental exertion. In the second case, the pupil may gain much good discipline, but no better than he could have gained by attending to other branches; and, when he comes to act out of school, he has the mortification to find, that though proficient in science he is a blunderer in syntax and spelling; and that though he may read foreign languages with facility, his neighbors will infer it only from the fact that he cannot read his own with decency.

How shall we remedy this crying evil? Chiefly, by making the common branches popular in our schools. How? First, by taking care that the best teaching talent of the school is devoted as much to the common branches as to the higher. Secondly, by giving as liberal an amount of time to these classes as to any other; a class of six in

Geometry or in Latin should not be granted more time than a class of twenty in Arithmetic or in Reading, but less. Thirdly, by giving as faithful attention to classes in the common branches as in the higher; a teacher should not devote all his study hours to preparing for recitations in Algebra or Greek, and none to prepare for recitations in English Grammar or Geography. Fourthly, let there be no discrimination of studies in the rates of tuition; but let there be one uniform rate for all the branches regularly taught in an Academy; this is simply just if the forgoing suggestions are followed; and it is a matter of experience that a larger proportion of a school will attend to the common branches without compulsion, when there is but one rate of tuition than when there is an extra charge for higher branches.

WARD.

OUR NEXT ANNUAL STATE MEETING.

Where is it to be held? We do not raise this question because we have any doubt that our Executive Committee will make seasonable and suitable arrangements for said meeting. But we would call attention to the propriety of demanding of the villages where this meeting is to be held from year to year, *free* entertainment for *all* who attend, both gentlemen and ladies.

In our judgment, it is neither proper nor desirable to expect such entertainment. We are not calling in question the hospitality of our good people; we have abundant evidence to the contrary, in the experience of our Association during the period of its existence. But the demand is an unreasonable tax upon their generosity. The meetings have been and ought to be largely attended; more convene than can be conveniently accommodated in the private families of small villages like most of those in our State. It is not desirable on any account, that *free*

entertainment should be asked for any but *ladies from abroad*. Gentlemen should take care of themselves. No educational meetings are better sustained than those held in Massachusetts and by the American Institute of Instruction, and if we are rightly informed, they never expect free entertainment for *gentlemen*. Is it thought that many would stay away (if this change is made), who now attend these meetings? This would probably be so with two classes of persons. 1st. Those who attend our meetings *because they can go on half-fare, and have free entertainment*. 2nd. Those who go on half-fare, (not to attend the meeting, but to have a good time generally) and *enjoy* the hospitality offered them. As to the first class, we will say, if any have not interest enough in the meetings, to attend them at their own expense, it will be no loss to the cause, if they stay away. If by any means, we can drive off the *second* class who go to enjoy themselves outside of the meeting, we should accomplish a good work.

Like drones and leaches, they impede our progress and draw the life blood from our veins. If such a change tends to diminish the attendance upon our meetings, it will, in the same proportion, serve to make these meetings more interesting and profitable. Let us, then, neither ask nor expect free entertainment for any except ladies, at our State meetings. If such hospitality is voluntarily extended by any village where it is proposed to hold a meeting, it may be accepted, but let us no longer *ask* it beforehand. All in favor of this motion, please manifest it by saying aye!

O.

MILITARY TERMS.—Technical military terms are now coming into almost daily use, and constantly occurring in newspapers, public addresses and in conversation. Of the exact meaning of many of these terms, military men, as well as civilians, are profoundly ignorant. They will be found accurately defined by WEBSTER.—*Ohio Statesman*.

EDITORIAL DEPARTMENT.

FAMILIAR SUGGESTIONS TO COMMON SCHOOL TEACHERS.

All travelers to a foreign country seek first its *capital*. If they visit Palestine, they go directly to *Jerusalem*, and examine the various parts of the province from this central point. The unit [1] is the Jerusalem in mathematics, and if we would understand well the Geography of this country, we must start from the capital. There are three signs of this idea; 1st the word *one*, 2d the Roman character I, 3d the figure 1. If one be added to one, the idea is no longer simple, but complex, and is expressed also by three signs, viz: *two*, II and 2. Add another *one* to *two* and this new idea has three different expressions, viz: *three*, III and 3. These we call numbers. Hence, *Numbers are expressions for one or more things of the same kind.*

All numbers come from *one*. Let us see how they are derived.

10000. 1000. 100. 10. 1. .1 .01 .001 .0001 .00001

In the first place, the numbers at the left are produced by multiplying the unit [1] by 10 and each successive product by 10; those on the right result from dividing repeatedly by 10. This is the origin of the law in notation that numbers increase and decrease in ten fold ratio. We will add the results of our multiplication and division and the fact will appear.

1.	.1
10.	.01
100.	.001
1000.	.0001
10000.	.00001
<hr/>	<hr/>
11111.	.11111

These may be extended indefinitely in both directions, to the right and left, constantly approaching the infinitely


large and the infinitely small, but never reaching either extreme. The numbers above increase and decrease by the uniform scale of *tens*. But sometimes, we use a varying scale. We may have 1 £. 1s. 1d. 1 far. The increase is by the varying numbers 4, 12 and 20. We may have 1-4, 1-7, 1-17, 1-47. Here the value of the fraction decreases as the denominators [or *divisors*] increase. *One* as before, is the basis. This unit may represent the smallest conceivable fraction, or the *universe* itself. In either case, it is the *starting point* for all mathematical calculations.

Prof. Davies gives us an "arithmetical alphabet" which consists of 0 1 2 3 4 5 6 7 8 9, the cipher and nine digits [from *digiti*, a latin word meaning fingers; so called, probably, from the habit of counting the fingers]. He also gives lessons in arithmetical *spelling*. For example, in Addition, *five* is spelled 1 and 4 are 5; 4 and 1 are 5; 2 and 3 are 5; 3 and 2 are 5. In Subtraction, the process is but little varied, as 2 from 5 leaves 3, or 2 from 5, three remains. In Multiplication, we use the two elements which produce the product, as 2 times 1 are 2; two times 4 are 8; two times 6 are 12. In Division, 2 in 4 are 2; 2 in 6 are 3; 2 in 8 are 4; 2 in 10 are 5; 2 in 12 are 6. Arithmetical *reading* should be very carefully taught in connection with *spelling*, in all these rules. In this way, pupils can be prepared for successful progress in the science of numbers.

JUST THE BOOK NEEDED.—Soule & Williams' "Manual of English Pronunciation and Spelling" ought to be on the table of every student, teacher and professional man, in the nation. It is so convenient. In correcting proof the other day, we came to the word *welfare*. Is it welfare or wellfare? Can't tell; it looks right, but may be wrong. We turned to the word in our Manual and found "*Welfare*, 180"; turned to "[180 [9]" and read "Compound words generally retain all the letters which are used in writing the simple words that compose them, as *all-wise*, *well-bred*. The exceptions are some of the compounds of

all; as *almighty*, *almost*, *already*, *also*, *although*, *altogether*, *always*, *withal*, *therewithal*, *wherewithal*; the word *wherever*, (*wherever*); the words *chilblain*, *welfare*, *christmas* and others compounded with the word *mass*; the words *artful*, *awful*, *sinful*, and all others similarly compounded with the word *full*; and, according to lexicographers, the words *fulfill* and *until*, though, according to Webster and Goodrich, these should be written with the *l* doubled in conformity with the general rule." Here the *fact* and the *reason* are at once brought before us.

LEWIS' GYMNAS TIC MONTHLY is a periodical which should be in every Teacher's hands. It is devoted to Physical Culture. It will this year, contain 360 pages and 350 cuts and present a complete guide in Gymnastics, for the Gymnasium, the School and the Family. Price \$1.00 per year.

 TO EVERY NEW SUBSCRIBER FOR THE VERMONT SCHOOL JOURNAL WHO WILL SEND US \$1.00 WE WILL SEND A COPY OF LEWIS' GYMNAS TIC MONTHLY FOR ONE YEAR, FREE. Is there a *live* teacher in the State who will not avail himself of this liberal offer?

Upon second thought, we make the same offer to all who now take the Journal. Add 50 CENTS to your subscription and pay it, and you, too, shall have the Gymnastic Monthly.

What does the difference indicate? In one graded school in this neighborhood, during the past year, not a single case of tardiness occurred; in another, during the same time, 1057 tardy marks were made. We need no further examination; this fact reveals the true character of the two schools. The first, we know, was admirably managed in all its departments; the other, badly, *very badly*!

PRINCIPALS OF ACADEMIES AND SEMINARIES.—Will you allow us to bring before the community, the peculiar merits of your own individual Institutions? We have a common field, but will cherish no envious rivalry. If fit for our work, we have an earnest ambition; shall use every means within our power to elevate the character of our

own schools. But no true teacher will aim to build up his own, at the expense of his neighbor's school. We are interested to have ALL prosper. We advertise our own schools in the JOURNAL. We have offered and still offer, to advertise other schools for much less than it costs us to advertise our own. For \$4, we will insert a card, 1-8 of a page, one year. And we shall be very glad to embellish the Journal with the Engravings of all the Institutions in the State, if their Principals will furnish us with the impressions. We will also insert FREE OF CHARGE, a brief outline of the general plan of study, and the position each aims to occupy in the educational field.

REV. JOHN WHEELER, ex-president of the University of Vermont., died on Wednesday, April 16th, aged 64 years.

Also, REV. E. HALE BARSTOW, for several years Principal of a flourishing Boys' Seminary, at Newton, Mass., died at Haverhill, N. H., April 19, aged 46 years.

NOTICES OF BOOKS AND PERIODICALS.

THE NEW ENGLANDER, Now in its twenty-first year, is one of our most valuable Quarterlies. It has its own place, and fills it well. It is eminently the Quarterly for the people. Discussions of "living" questions by "living" men, constitute its peculiar attraction.

The January number has articles of various interest, among which we would mention, as bearing particularly upon the times, the fifth, entitled, "Adequacy of the Constitution," by Hon. T. Farrar, Dorchester, Mass.; the eighth, "Our Unity as a Nation," by P. Santval, N. Y. City; and the eleventh, "Hautefeville on some Recent Questions of International Law," by Pres. Woolsey, Yale College.

The ninth by Dr. Bacon of New Haven, entitled "The Wars of the Lord," a title taken from Mather's Magnalia, is an interesting and valuable sketch of the several wars in the history of New England, and their effect upon the character of the people and

the progress of religion. The Book Notices are able and discriminating, and give great value to the Magazine.

Published by Wm. L. Kingsley, New Haven, Conn. Price, \$3 a year, in advance. J. C.

The Atlantic Monthly.—The value of this truly excellent periodical can be best ascertained by a careful perusal of its pages. We would advise all to subscribe for it, and then test the truth of our assertion. Among its able articles for May, you will find,—Man under Sealed Orders, The South Breaker, Saltpetre as a Source of Power, Weather in War, Methods of Study in Natural History, Under the Snow, by the late Gen Lander, Speech of Hon. Preserved Doe in Secret Session, &c.

PETERSON FOR MAY contains *forty articles* and *sixty-five embellishments*. The steel engraving, *Flowers of May*, is exceedingly beautiful, and the wood cut, *Reading the War News*, is very natural and expressive. Some of the illustrations of the latest styles are,—Les Modes Parisiennes, Knitted Shawl, The Princess Cupote, Children's Fashions, Walking Dress, etc. Ladies will here find patterns and receipts for every thing in their line.

The Continental Monthly is devoted to Literature and National Policy. This Magazine was commenced with this year, and yet it has already achieved a national reputation. Fresh and vigorous articles by our most eminent statesmen, give life to its pages. The union of all the States, is its politics. Its literary standard is to occupy no ground lower than the highest. Among the contents of the May number are,—What shall we do with it? The Molly O' Molly Papers, The Ante-Norse Discoveries of America, A Story of Mexican Life, Columbia's Safety, Fugitives at the West, The Education to be, etc.

"*Inimitable*" *Godey* is out for May. It contains May Flowers, a very beautiful steel engraving, double extension colored Fashion Plates, seven figures; Drawing Lessons, in imitation of lithographic; Ladies' Riding Dresses for the season; and patterns for embroidering, marking, and for every thing that Ladies can wear, use, or make. The reading matter is up to the mark.

The Five Cent Monthly is a new Magazine of thirty-two pages, containing choice original romances, tales, sketches, poems, and

criticism. Vol. I, No. 1, commenced with January. E. H. Bullard & Co., publishers, 11 Cornhill. Boston.

Rev. J. Britton, Supt. for Bradford, is publishing in the *Aurora of the Valley*, a very interesting series of articles upon matters of practical interest to schools.

Rev. Mr. Howard (?), of Rutland, has contributed regular school papers to the *Herald*, during many months past. These papers have been marked by a strong interest in the cause of education, and have plainly pointed out the good and the evil in our schools and their management.

We commend the example of these disinterested, earnest school officers to the superintendents "who cannot find time" to look after the interests of the schools placed under their supervision. "Where there's a *will*, there's a way," even to find time for such labors for the good of the race. *Take time*, or resign the responsible and honorable office.

Harper's Magazine, May.—This number completes the *twenty-fourth* volume. Its table of contents and its many illustrations show it to be a rich volume. It contains papers of permanent historical and scientific value, upon the following subjects: General History, Political History, Biography, Military Sketches, Travel and Adventure, Art and Industry, Scientific, Social, and *Æsthetic* Essays. The above is only a tithe of what we might say. No expense will be spared to render the next volume fully equal to its predecessors.

The Home Monthly, devoted to Home Education, Literature and Religion, is a Magazine that may be read in every family with profit. Its high moral and christian tone render it a peculiarly safe companion for the young. Price, \$2.00. Rev. Wm. M. Thayer, editor. C. W. Childs & Co., Publishers, Boston.

Train's Great Speeches in England, on Slavery and Emancipation, are published by T. B. Peterson & Brothers, Philadelphia. Also, *The Channings'*, a Tale of Domestic Life, by Mrs. Henry Wood. 50 cents; sent free of postage, on receipt of the price.

Shall we know each other There? A Song or Duett with chorus, published by Horace Waters, New York.

THE VERMONT SCHOOL JOURNAL.

Vol. IV. JUNE, 1862. No. VI.

THE ANGLO-SAXON LANGUAGE.

The study of the English language, in its Anglo-Saxon and Gothic sources, has not received in our country, such marked attention as it deserves. We have not regarded a knowledge of our ancient mother-tongue an essential part of a complete English education. Its study has formed no part of the regular course of instruction in any of our higher schools or seminaries. No helps, in the way of text-books, have been provided for those who might wish to obtain a critical knowledge of the Anglo Saxon and our Modern English in their mutual relations. True there is the vague conviction that our language as well as our race is Anglo-Saxon in its origin, but we have manifested no interest in its history. Of the old elements of our speech, so rich and varied from the 6th to the 14th centuries, we are almost entirely ignorant. Although they form the foundation elements of our language, and furnish an inexhaustible mine of material for enriching our present speech, giving it vigor and point, yet they are regarded of little importance.

Descendants of the Goths, as we are, we have learned from the Greek and Romans, to despise our Gothic ancestry. We have associated with the name of Goths, every species of ignorance, cruelty and barbarity, though our language, our government and laws, display our Gothic origin in every part, and show our great indebtedness to them. An English writer says, "There is no doubt that the foundation of our justly admired Constitution which distinguishes Great Britain and makes her stand pre-emi-

ment among the nations of Europe, was laid by our Saxon ancestors." They live not merely in our annals and traditions, but in our civil institutions and familiar discourse. The *radical* part of our language is Anglo-Saxon, the strongest and most impressive words, which, employed by the preacher and orator, move the heart and influence the will, are Saxon; indeed, all the vigorous, living elements of our speech are from the same source. In the best writers of the English language the Saxon element largely predominates. If we examine specimens of our written language we shall find the average of Saxon words to be not less than *eight* out of *ten*. In many writers a much larger per cent; in Shakespeare, for instance, *nine* words out of *ten* are Saxon, and in Spenser about the same. In the Bible the proportion of Saxon words is still greater, and the learned Dr. Hicks has observed that of *fifty-eight words* of which the Lord's Prayer is composed, not more than three words are of Gallo-Norman introduction. The remaining *fifty-five* are immediately and originally derivable from the Anglo-Saxon. It is also said that the best writers of the present day employ, in both poetry and prose, a larger proportion of Anglo-Saxon words than the best writers of the last century. Though the number of foreign words has increased, yet, in writing, the Anglo-Saxon element has become more prominent. Why, therefore, should not this language, in which are found the rich and primary sources of our speech, receive more attention? When, out of 100 parts of which our language is composed, 60 are from the Anglo-Saxon and only 30 from the Latin, why neglect the former entirely, while much attention is given to the latter? Why not investigate the original sources of our noble tongue in the various Gothic and Anglo-Saxon dialects, as well as study the Greek and Latin, the French and Italian. Our system of education is defective just here. We should introduce the study of the Anglo-Saxon into our higher schools and seminaries, and thus gain an acquaintance with the English in its origin.

al sources. This might well be done in our higher schools and seminaries for young ladies. If, instead of so much Latin, they would study German and Anglo-Saxon together with the modern languages derived from the Latin, their education would be more thorough as well as more elegant. There is also a peculiar fitness in introducing the study of the Anglo-Saxon language and literature into our higher Ladies' Seminaries, when we remember that it is to the liberal spirit of our Gothic ancestors that the female sex owe their present important and independent rank in society. Amongst the Anglo-Saxons "their safety, their liberty and their property were protected by express laws; they possessed all that sweet influence which, while, the human heart is responsive to the touch of love, they will ever retain in those countries which have the wisdom and urbanity to treat them as equal, intelligent and independent beings."

W. C. W.

VERMONT GEOGRAPHY AND HISTORY IN OUR SCHOOLS.

In a recent number of the School Journal the question was well put—"Should the history of our country be neglected in the public schools? "There is no doubt that, not only in the public schools, but in the private studies of intelligent persons in general, the history of the United States receives but a very small share of the attention to which it is justly entitled; while, at the same time, the history of the mother country is diligently cultivated. Ten copies of Macaulay's England may be found on the book-shelves of American citizens, to one copy of Bancroft's United States. Considerable allowance must, of course, be made for the much greater expensiveness of the latter work, but, after all reasonable allowance in that

regard is made, it must still be admitted that there is a culpable neglect and ignorance of American history.

Is there not a yet more heinous neglect, in our common schools and out of them, of the geography and history of our own state? And this, not only among the less educated part of the people, but among the most intelligent. Many a man who is tolerably well read in the history of the United States, knows almost nothing of the history of his own state. It would be ludicrous, if it were not sad, to notice how deficient Vermonters in general are, respecting that history in which more than in any other they ought to have a lively and intelligent interest. The stimulus given to historical pursuits by the Vermont Historical Society, has, indeed, within a few years, removed some of this ignorance, but there still remains too much for our credit or our profit. Enthusiasm in the study of Vermont history has not diffused itself among the masses of Vermont people nor made itself felt in Vermont schools.

Except in a very few schools in which special pains have been taken to introduce such studies, the pupils in our common schools are taught no more of the geography and history of Vermont than they can learn in two or three lessons; no more, in fact, than they are taught about Iowa, or Texas, or even more remote parts of the earth. Nor do our men and women of average intelligence have anything more than the most vague and general knowledge of Vermont history. Their stock of books on the subject is limited to Thompson's Gazetteer, or at most, to his History, and that not very diligently studied. It would probably surprise many of them to learn that the history of Vermont is contained in not less than twenty volumes, some of them portly octavos; to say nothing of numerous pamphlets, many of which contain information that can be procured nowhere else.

It is hardly necessary to affirm that a knowledge of Vermont geography and history will be of more practical value to the Vermonter than a knowledge of any other.

geography and history. Our country is becoming too large and its history too voluminous to be intimately known except by those who devote their lives to study. The masses can know and need to know concerning only a part of the entire country, and that the part which is their more immediate residence. A knowledge of that will be of practical value to them, and, therefore, ought to be attained. If half the time spent in our schools in obtaining useless information were employed in procuring such knowledge, it would be greatly to the present and prospective advantage of the pupils.

A few days since I listened to a recitation in geography by a class of young ladies. Some of them had been school teachers, others were aspiring to that position, and all were of good intelligence. They told with fluency the location of such "important places" as Caxatambo, Catamarea, Portalagre, Macapa, Obidoz, &c., &c. The involuntary reflection, which almost became an exclamation, was,—"What nonsense, and worse than nonsense, to lumber up the memory with such stuff as that, so difficult to learn and so good for nothing when it is learned!" There is not one probability in a thousand that any one of those ladies will ever have occasion to know the location of either of those places, or even to know that there are such places on the globe. At the same time it is safe to presume that neither of them can tell promptly, if indeed at all, the location of Brattleboro', Bennington, Windsor, and Montpelier. Why should she be able to tell? The text book does not require her to know and she has had no inducement to learn. Yet it is of a hundred fold more practical importance that she should know something about those towns, than anything about Catamarea, and the other towns with hard names.

The same is true in regard to the History of Vermont. A knowledge of it is of practical value to every Vermonter, and hence is one of the things which ought to be taught to every school boy and girl in the State. Nor is there

any lack of materials with which to interest as well as to instruct. No other part of the country has been the scene of more thrilling events. The first blood of the Revolution was shed in Vermont, and the crumbling grave stone of the proto-martyr to American liberty may still be seen in the old grave-yard at Westminster. Statesmanship worthy of the trained diplomatists of Europe was here displayed by Ira Allen and Thomas Chittenden. Deeds of valor as noble as are recorded on any page of history were here performed by Ethan Allen and Seth Warner. Events of most tragic interest have taken place at Vernon and at Royalton. Nor is there any part of the State whose history would fail to instruct, to delight, and to profit every son and daughter of Vermont, and fit them to act better their part "in that sphere of life wherein it hath pleased God to place them."

Shall we not have a "Geography and History of Vermont for Common Schools," and shall not our common schools teach it to all their pupils? P. H. W.

QUIES IN CÆLO.

When earthly joys are fading,
 And friends we loved depart,
 When grief's dark gloom is shading
 The twilight of the heart,
 And wild despair
 On hopes most fair,
 A withering blight has riven,
 There beams more bright
 Faith's beacon light,
 It is "There's rest in Heaven."

This hope, like love entwining
 Its charms around the soul,
 An altar there enshrining,
 Though tears of sorrow roll,
 "The still small voice"
 Of the spirit's choice,
 Its peace on earth has given,
 And from the heart
 No more depart
 The hopes of "rest in Heaven."

T. R.

SCHOOL HOUSES.

NO. III. THEIR SURROUNDINGS.

A suitable school-edifice having been erected, particular attention should be given to its *surroundings*.

The matter here suggested is ordinarily too much *overlooked* by parents and friends of education. When a good school-house has been built, it is sometimes supposed that the acme of excellence is reached, that all responsibility in this direction is met, and that nothing more need be done. And much *is* then accomplished, but not all. Few sit down and fold their arms in complacency, when they have simply reared a stately mansion. Most people add a shelter for their wood, a barn for their horses, and many other necessary appendages. They are not satisfied, until they have out-door arrangements of various kinds for decency and convenience, for comfort and health. A majority of men want fences around their premises, some adornment of their grounds, and, at least, here and there a shade or fruit tree, to give variety and add to the beauty and attractiveness of their homes. But when they have erected a school-house, they often seem to forget that any thing else is requisite for the accommodation and well being of their children. That this should be so, sometimes appears strange. It is, however, owing in part, no doubt, to want of consideration; for whoever candidly ponders the matter, cannot fail to admit that school-grounds are in many instances shamefully deficient in what they need, while their adornment is almost entirely neglected.

Evidently, then, one of the first things required is a *wood-shed with other appropriate out-buildings*. When fuel is constantly exposed to rain, fire is kept up with difficulty, and the little children must often suffer. So a lack of other necessary arrangements must subject the pupil to great inconvenience, if not mortification, and sometimes

to an inquiry of health. And still more, all must acknowledge that care should be taken, that those buildings, and in fact all the surroundings of the school-house, be, so far as possible, neat and cleanly. These points surely demand far more attention than is usually bestowed upon them. They are of great importance as respects, not only the physical welfare, but also the character of the rising generation. Whoever will take the trouble to visit the environs of many of our school-houses, must be convinced (*ad nauseam*) that too little provision is ordinarily made for the convenience and comfort, for the preservation of the health, as well as for the maintenance of the purity, and the promotion of the refinement, of our children. Indeed such an examination must reveal much that puts all modestly to the blush, and is indicative of the broadest vulgarity. The school-lot very often exhibits that which, if seen on private premises, would be counted a disgrace to the family, and if witnessed in almost any other public place, would be voted a nuisance. Such, surely, is not favorable to the formation of right habits in the young, to the advancement of their purity in thought and feeling, or to their nurture in refinement and delicacy of sentiment.

There should also be more *provision*, than is usually made, *for physical training*. This, like every other good thing, may be perverted; still it is none the less important in its place; and to a given extent, it is very needful, would we preserve the constitution of the child unimpaired, and fit the virgin soil of his soul for a love of knowledge and for its acquisition, as well as for delight in all that is noble in word and deed. A weak and sickly body disqualifies for study, no less than for the active duties of life. Now, comparatively few school-edifices have connected with them suitable grounds for exercise and recreation. Still fewer are furnished with the simplest implements, by the use of which the bodily powers of the young can be properly called into play. If exercise be taken, most often the only place afforded is the highway,

where life or limb is often endangered by the passing of vehicles. It is occasionally enjoyed in some uncomplaining neighbor's field. But in this case the young are often induced to go where they should not, perhaps tempted to trespass on an adjoining garden, and sometimes to purloin the fruit of the orchard. These various temptations and dangers, or most of them, may be avoided by having suitable grounds, around the school-house, furnished with a few horizontal bars, or frames, and some of the simpler implements of the gymnasium.

But, there is another point, in this connection, deserving of increased regard. Reference is now made to the *ornamentation* of school-grounds. It would be easy to refer to many communities in which there is extreme negligence in this particular. Probably nine-tenths of the school premises are un-enclosed. And it is very rare to find them adorned with trees. In one town having 17 districts, not a tree, indeed not a single shrub, was observed on the lots set apart for district schools. The cost of enclosing these precincts and of beautifying them with maples and oaks, of thus giving security and comfort to the little children, is as nothing in comparison with the gain. How much better it is to surround the grounds with a neat fence, which the pupils, if rightly instructed, will soon feel a pride in preserving. And how much more pleasant and comfortable for the child to have the shade of the spreading beech and of the graceful elm, through the long days of summer. If the expense were great, there might be some show of excuse for this neglect; but most districts can adorn their school yards with trees and in various other ways, without the expenditure of a penny, and thus they have no valid plea for leaving them cheerless and uninviting.

The several points already noticed, relating to the surroundings of the school-house, are consequently thought worthy of more *attentive consideration* than they usually receive. When they are neglected, much evil almost in

evitably ensues. Loss of health, distaste for study, and corruption of morals, are frequent symptoms in the young, through which the effect of our disregard of these matters is manifested. No one demands more safeguards against corruption, than a child amongst children at school. If suitable provisions be not made, and becoming cleanliness secured, in the surroundings of the school-house, we need not marvel that such as frequent the place become foul-mouthed and coarse in their demeanor. Under such circumstances, their minds and hearts are very sure to be tainted. If left to herd together like swine, they will act little better; being influenced by what they see and hear, they lose all sense of delicate propriety; and the fault should be charged, where it belongs, to the negligence of parents. No one, too, more than the child at school, needs pleasant surroundings. We should not wonder then, that in winter he often shrinks from the school-house as from an iceberg, and that in summer he turns from it as from a fiery oven, there being no cool retreat from the burning heat of the sun, no pleasant grove hard by, usually not a single tree within the entire precincts. Again none, so much as the pupil in school, requires occasional relaxation from his confinement, stated intervals for recreation, and a suitable place for bodily exercises, that he may occasionally enjoy a few moments recess, and find relief from close attention to his books. Without the invigoration gained in some such wise, his mind will soon grow weary and his interest flag. The points suggested should, accordingly, seem to demand careful consideration, if we wish our children to become strong and robust, would we have them acquire a taste for study, and do we desire to see them remaining uncorrupted, and in a way to imbibe noble, refined and exalted sentiments

Much, therefore, *devolves upon* such of us as are *parents*. In respect to the points hastily considered in this paper, each has something to do. All have duties in this direction; many obligations rest on tax-payers and citizens gen-

erally ; but parents have peculiar responsibilities of their own, which they cannot safely neglect. They especially should see to it, that their children are properly cared for, and surrounded by wholesome influences, while at school. And among the various helps, the ones suggested are not unimportant. The surroundings of the school-house, including all proper arrangements for the convenience and comfort of the child, the suitable adorning of the grounds, and a supply of a few simple and cheap implements of the gymnasium, should be by no means overlooked. They are very intimately connected with the establishment of a good constitution, and with the preservation and confirmation of right habits ; indeed, they cannot be neglected, would we secure the harmonious expansion of all the powers of the child, physical, intellectual and moral. P.

"BLESSED ARE YE THAT SOW BESIDE ALL
WATERS."

Blessed feet ! where'er ye have trod,
The thrifty grain with ripened weight doth nod.
The flowers their censers swing, their perfume sweet
With fragrance of all pleasant fruits doth meet.
The verdant sod with rank luxuriance grows,
What plenteous beauty in the sunlight glows !

Blessed hands ! that held the germs of good,
Yet scattered wide as only "clean hands" could.
O blessed eyes ! that on the submerged lands
Foresaw the plenty that to-day there stands.
Thrice blessed heart ! that cast its wealth away,
Grew empty for the fullness of this day.

Blest in the sowing ! though with tears 'twas sown,
A bow of promise on the sky was brown ;
A holy light shone on thy beaded head,
As broad cast round thee goodly seed was shed.
Blest in the reaping ! take the golden sheaves
Back to thy bosom, with the flowers and leaves,
And luscious fruits ; so in thy triumph sing,
Rejoicing in the burden thou dost bring,
Until Death's waves thy willing feet have prest,
Still "sow beside all waters ;" thou art blest.

M. V.

MUSINGS UPON VACATION.

To the care-worn teacher, how pleasant the word sounds. It tells of relief, for a time, from that feeling of responsibility known only to the faithful teacher. Others have cares; but, next to those of the parent, none weigh down the spirit as do his. It is no slight thing to be placed in charge of two or three scores of half-fledged minds, whose pinions you are to trim and balance; preparatory to their flight amid the many, and often contrary, breezes that they must encounter in active life; to feel that you are held responsible for the character of your work, not only by men, but still more by your Creator, who searcheth the heart and scanneth the motives which underlie and give birth to action. But all this can well be endured by the honest and sincere teacher, for God is just in his judgments. If man were always so, how would the responsibility be lightened! In vacation then, well may the weary teacher say:—"To the winds, ye cares!" Then let all the petty trials of the school-room be banished from the mind. Think no more of well-meant endeavors misjudged. The pupil that has been so perverse, so constant in doing the very thing many times requested not to do—a thing too slight for punishment, yet none the less annoying—can now be met with as pleasant a recognition and smile as if always the best pupil in school. Do you wonder why? Can a parent with a true parent's heart harbor ill feeling towards a child? As impossible is it for the true teacher to treasure up revenge or hatred towards the most perverse pupil. In the one case, the heart answers—"It is my child;" in the other—"It is my pupil."

Herein is the most precious boon vacation brings. It enables the teacher to strike a balance in his account with all his pupils. And rare indeed is the case in which the

credits cannot be found to equal the debits. Did he reply with seeming disrespect; perhaps he was reproved sharply for a fault he was unconsciously committing. Action and reaction are equal. If suddenly attacked we instantly repel. Passion is quick, reason slow. Had the teacher reasoned thus, the reproof had been more kindly given and severity reserved until the fault was found to have been committed with criminal intent. In the quiet and relaxation which vacation brings, the teacher clearly sees the matter in this light, and the balance is easily struck. No more remembrance of this wrong is to mar the affection of the teacher for his pupil. But the pupil, if his feelings were at all injured, does not so readily forget.—Beware, teacher, that you do not suffer any appearance of yours to strengthen this remembrance. When first you meet him in vacation, let your greeting be cordial, else the balance will not be as readily struck by him as it has been by you, and an opportunity be lost by you to heal a wound that else will leave a life-long scar. Besides the settlement with our pupils which vacation enables us to make, as teachers, if we have been faithful to our profession, we shall find ourselves not a little indebted to ourselves. Many heavy drafts have, during the term, been made upon the vital energies of mind and body, which the relaxation of vacation alone can restore. While school lasted, perhaps we did not realize how heavy the draft had been. We were too closely occupied with our work; but, now, that is done, and exhaustion ensues. And here, again, looms up the value of vacation to the teacher. It is his *recruiting* season. Let him improve it well. Military regimen does not, however, rule here. He may recruit as he pleases, at least if it is his pleasure to be subject to circumstances. If he be at the head of an academy or seminary, he may find ample opportunity, gymnastically speaking, to repair his bodily vigor in his endeavors to replenish his purse by the collection of bills, the payment of which has been long deferred—how long he measures

by his necessities. In this service, he is happily fortunate if prompt payment shall enable him to ease his mind at the same time, by affording him the means to stop the mouths of clamorous creditors. But if he be one of those fortunate salaried ones of our profession, whose employers step up and hand him the "market value" of his labors, the day following the close of school; then, hurrah for vacation! A flying visit to friends, to revel in their embraces and greetings once more, and to be soothed and encouraged by the words of love and affection spoken so unaffectedly there; or to the city, to unbend and relax the too straitened mind and the tired body, by the vanities so easily purchased and freely dispensed there; or to the sea-side, to enjoy the invigorating and untainted freshness of its cool breeze,—these are some of the ways in which vacation may afford relief and recruit our wasted energies.

But, having been advised by physician and friends to take a vacation for the summer, I had nearly forgotten that, as I write, vacation is over with many of my profession, and that before this hastily written sketch shall have reached the hundreds who read the *Journal*, most of my sister teachers will have commenced their summer's task. If vacation has been well improved, they will have come to their work stronger in body and mind, and with a large stock of cheerfulness and zeal laid up to lighten their cares and help them over the "hard spots" that will come, often unexpected and always unbidden.

L.

The institution nearest to the heart of society is the *family*. Families are the springs of society. Nations, like rivers, run back to the rills and springs—sequestered, sheltered and almost insignificant in their individuality. But thence come the *Amazons*, the *Orinocos*, the *Mississippi*.

WHAT WOULD YOU DO WITH THEM?

I mean those boys who were excused to go home before the school closed, on the plea that their parents wanted them, but went to "Pond Hill" near by, and spent the afternoon in playing at ball. What would you do with them? Something must be done. Their object was to evade the master's authority and do mischief. Their crime is public and aggravating and he can no longer maintain his authority if this offence is passed over.

I will first state what was done with these boys, and then what should have been done with them.

As soon as the master discovered the trick, he dispatched a messenger to order the truants to return immediately to the school. On his return, the insulting answer was *publicly* announced, "Tell the master to mind his own business; we *will not* come back." The case is now much more complicated and difficult to manage. Crime has been added to crime and insult to insult. The master has lost all power to control the school and can regain it only by the most decisive measures. The offenders must be subdued and rightful authority restored and acknowledged. How was this done in the case before us?

The boys returned the next morning, prepared for any emergency. They had discovered that their teacher was not master of his position and had decided to test his ability to govern them. He at once called them to account; ordered them to come out upon the floor and receive the merited chastisement. A fight ensued in which the boys were likely to gain the victory. The master, in his desperation, sent for the district agent (who had all the *weight* and dignity of a side Judge) and with his aid succeeded in expelling the rebels from the school. The whole neighborhood were in commotion and the school well nigh broken up. Dissensions were created in the district that lasted many years.

What now should have been done with these boys? In answering this question, I will presume that the skillful teacher might have prevented the *first* act of disobedience. Had he so managed as to gain the confidence and esteem of his pupils, they would not have taken advantage of him in this way. He failed in this and the consequences followed. At the next step, also, he made a mistake. The crime was committed and must be punished, yet, nothing was gained but much lost, by tempting the boys to commit still another crime. It was bad policy to order them back to school from the play-ground; better to have waived the whole question until they come back voluntarily. And even then, I should not have rebuked them *publicly* at first. Treat them kindly, watch their movements and take the first opportunity to see them *alone*. The object would be to learn their motives and intentions, to show them the nature and tendency of their conduct, and to influence them to respect authority and do right. It is not proposed to yield any thing to these rebels, nor to settle the difficulty *privately* which has been made so public. I would simply prepare the way for a triumphant victory by a little pedagogical strategy. This private interview, if properly conducted, would have a tendency to disarm them of hostility, and restore them to reason. They are then prepared to submit to rightful authority and to make reparation for the wrong committed. And this must be done without any abatement or further delay. I seldom have met a case, in twenty-five years, that could not be successfully managed in this way. To prevent evil, and not to punish wrong, is the great object of school discipline. The teacher must not forget this truism, nor fail to act with a wise reference to it. But if recklessness will not yield to mild severity, it must be *crushed*. If full satisfaction for public insult, could not be secured from the rebel boys in question, in the way proposed, I would have *taken it on the spot and without the aid of a school agent*.— Authority on the one hand, must secure unqualified obedience on the other. Still, judicious management will

generally accomplish more than blows. And the teacher is often responsible for the circumstances which render sever punishment necessary. O.

PASSING AWAY.

On Thursday morning, the 22d ult., there came over the trembling wires, "Lottie is dying!" *Lottie Parry*, now Mrs. Austin, of Sandy Hill, N. Y., after a short illness, was passing away from earth. She died on the evening of that day, aged 19 years.

It is fitting in view of the relations she has sustained to us, that we pause to shed a tear of grief and sympathy over her grave and to pay a tribute to her memory. Miss Parry was for years our pupil and for a while, an assistant Teacher; she received her Diploma at Glenwood, last July. She was a frequent contributor to the School Journal while in Brattleboro. In the death of Mrs. Austin, a great loss has been sustained. Her scholarship, highly cultivated taste, and artistic skill, had secured for her an honorable position among her associates; her amiableness and fidelity had endeared her to her teachers and school-mates; in the relations of daughter, sister and wife, she was fondly loved and cherished. All mourn her loss, and may all, while they cherish her memory, imitate her virtues.

We will here re-print the "Parting Hymn" written by Miss Parry, for the Graduates at *Granville*, two years ago. The last four lines are particularly pathetic and beautiful. O.

Once more we would our voices join
With friends we love so well,
Though now the music of our song
Is sad as funeral knell.
We're sad to leave a place so dear,
And freely shed the bitter tear;
Though future joys our hearts may fill,
These friends will live in memory still.

Here we have spent a summer's day,
Unclouded was its sky;
Its soft, bright sun is setting now,
The parting hour draws nigh,

And like yon distant hills that rise
 With clear blue peaks against the skies,
 Soft tinted with the sunset ray,
 Are thoughts of that departing day.

Now while the twilight lingers still,
 Let every voice unite,
 With tearful eyes and swelling heart,
 To sing the last good night ;
 And when that glorious morning dawns,
 For which the weary pilgrim longs,
 May we be there the strain to swell,
 Whose theme shall never be farewell.

EDITORIAL DEPARTMENT.

TEACHING GRAMMAR.

We have published several excellent essays upon the methods of teaching Grammar, but there is little danger of saying too much upon these practical subjects, especially as each writer occupies a new stand point and presents his own views.

We do not propose here to speak of the manner of teaching the book, or of conducting the recitation, but to make some suggestions of a more general character. And it may be proper first to enquire, why do not all persons who learn the use of our language, "speak and write it correctly"? The answer is obvious ; they are *taught* to use it incorrectly. *False syntax* is every where the rule ; correct grammar, the exception. If children could hear nothing but correct language, they would always employ it correctly. In that case, the study of grammar would be necessary only to perfect the scholar in the Philosophy of Language. He would then study the English, as the good grammarian now studies the Latin, Greek or German. But since bad grammar is the common language, three quarters of the 1100 pages in Gould Brown's "Grammar of Grammars," must be false syntax corrected. Hence, the teacher who would successfully manage this department, must give much attention to the language used in his school. He should insist upon *correctness* in all the recitations and intercourse of his pupils. If not a practical grammarian himself, he is unfit for his

position. If he is, every improper sound, accent, pronunciation, or ungrammatical or unrhetorical expression uttered, should be publicly corrected. No matter whether the mistake is made by teacher or pupil, it should receive attention. But how can this be done without creating confusion and irregularity? Some would adopt a plan something like the following. Let the school be resolved into "a committee of the whole" on criticism and instructed to mark every incorrect expression heard. At the time the error is noticed, let the critic raise his hand and when the teacher shall indicate his readiness to hear, let him say "*Grammar!*" The teacher then calls for the correction and it is made in the presence of the whole school. In this way, a lively interest is awakened in every mind and the habit of correctly using our language is formed. To this exercise may be added another in connection with the reading of compositions. In every school in the land, compositions should be required; not only from those who have grammar as a study, but from all who can write with pencil or pen. Now let three or four of these compositions be read each day, in the presence of the school, and let them be publicly criticised. Give opportunity for all to suggest corrections in the reading, spelling, use of capitals, choice of words and style of the composition. These exercises have been introduced into some of our best schools and the teachers bear testimony to their practical utility and importance. This habit of criticism should be encouraged in all departments of study, in all school and family intercourse, and at all times. Let the teacher often call attention to the more marked examples of bad Grammar, or bad Rhetoric, selecting some like the following.

"Let every scholar attend to *their* own studies." "It is *him*."
 "He should have *went* with me." "I have not seen her *this* twenty days." Curious critics have collected such examples as the following, as errors in construction, or punctuation. A carpenter makes this charge in his account book.

"John Brown,

Dr.

To hanging four gates and *myself* six hours, \$1,50."

A Western writer describes his new school house as having "two rooms large enough to accommodate two hundred scholars *one above another, and two stories high.*"

A clergyman was giving an account of the sudden death of his

wife, while on a journey. He said, "I rode acrost the prarie with my beloved wife who has now gone to heaven in a buggy wagon." An error in spellang and punctuation makes the following note, designed to be read in church, ridiculous. "A husband having gone to see his wife, asks the prayers of God's people for his safe return." The good woman designed to have said, "A husband having gone to sea, his wife asks the prayers of God's people for his safe return." Another who was illustrating before his excited hearers the prevalence of intemperance said, "A young woman in my neighborhood died very suddenly last Sabbath, while I was preaching the gospel in a state of beastly intoxication."

But we design only to call attention to this subject, leaving each teacher to practice upon our suggestions in his own way.

THE EPITAPH.—"The first blood of the Revolution," says our correspondent, (on page 130 of this number of the Journal) "was shed in Vermont, and the crumbling grave stone of the proto-martyr to American liberty may still be seen in the old grave yard at Westminister." The "old grave stone," we are sorry to say, has been torn away, and on the new one we read as follows, *verbatim et literatim*.

In Memory of William French, Son of Mr. Nathaniel French; Who Was Shot at Westminster, March ye 13th, 1775, by the hands of Cruel Ministerial tools of Georg ye 3d; in the Court house at a 11 a Clock at Night; in the 22d year of his Age."

"Here William French his Body lies.

"For murder his Blood for vengeance cries.

"King Georg the third his Tory crew

"tha with a bawl his head Shot threw.

"For Liberty and his Countrys Good.

"he lost his Life his Dearest blood."

TO TEACHERS WANTING EMPLOYMENT.—The *American Educational Bureau*, 561 Broadway, N. Y., will register the name of any Teacher, with reference to securing for him a desirable situation, and will furnish him with the *Vermont School Journal* for one year, on receipt of \$1.00.

Address Smith, Wilson & Co., as above.

LEWIS' GYMNASTIC MONTHLY will be sent *free* for one year, to any new subscriber for our *School Journal* who will send us

one dollar, and to any old subscriber who will add 50 cents to his subscription and pay it.

AS IT SHOULD BE.—We notice that all those towns in Vermont which refused to elect Superintendents of Schools, have chosen *constables* and *overseers of the poor*.

PERSONAL.—Prof. Shedd accepts his call from the Brick Church in New York, to be colleague pastor with Rev. Dr. Spring. The church gains a most valuable Christian teacher, and the Seminary at Andover, loses one of its most gifted and respected instructors, and whose place it will be difficult to fill.

GOULD BROWN'S GRAMMARS which have been published by S. S. & W. Wood, of New York, are henceforth to be published by the enterprising firm, Frederick A. Brown, & Co., Boston. So excellent a Series of Books will doubtless find a ready sale in their hands. See notice in our Advertiser.

TEACHERS' INSTITUTES for the Counties of Windham, Bennington, Rutland, and Addison, will be held as follows:—Townshend, June 3-4; Manchester, June 6-7; East Poultney, June 10-11; Shoreham, June 13-14. The Institutes will each continue in session during two days, commencing at 9 o'clock A. M., and holding during the day and evening. Town Superintendents should see that Teachers are informed of their right to attend without loss of time, and urge their attendance.

Our Teachers and all interested in the elevation and success of our schools, have a deep interest in these Institutes, and should, if possible, attend them. Never more than now, have the friends of education needed the inspiration of such gatherings.

THE AMERICAN INSTITUTE OF INSTRUCTION will hold its next annual meeting at Hartford, Ct., some time in the month of August. A full notice of the arrangements will doubtless appear in the Journal before that time.

MASON & HAMLIN'S SCHOOL HARMONIUM is offered for the low price of \$80. See advertisement on cover of the Journal. A specimen instrument may be seen at "Glenwood Ladies' Seminary."

A. E. LEAVENWORTH, A. M., our Associate and the Principal of Brattleboro Academy, has enlisted in the Vermont 9th Regiment. His school has been suspended for the summer. If Washington is really in danger, teachers ought to consider the question in what way they can best serve their country, in the school room or in the field.

NOTICES OF BOOKS AND PERIODICALS:

Report on the Geology of Vermont. Descriptive, Theoretical, Economical and Scenographical; by Edward Hitchcock, LL. D., Albert D. Hager, A. M., Edward Hitchcock, Jr., M. D., and Charles H. Hitchcock, A. M. Two volumes 4to. pp. 988, with 38 plates, including a Geological Map of the State, a Map of the surface Geology, several smaller maps, two plates of Fossils, several plates of Scenery, and numerous wood engravings. Printed by Claremont, N. H., Manufacturing Co., 1861. "These two handsome, well printed and well illustrated volumes, are devoted to the elucidation of the geological structure and economical resources of a highly interesting and difficult region. They constitute a very important work for which all will feel thankful, not only to the excellent geologists whose labors are recorded therein, but also to the people of the State of Vermont, to whose well known patriotic spirit and love of advancement, science is now indebted for a valuable and most welcome contribution." Thus opens a long, critically scientific and highly complimentary review of this elaborate report, in the May number of the *American Journal of Science and Art* noticed below. We refer our readers to that report, and more properly to the work itself, a copy of which may be found in the Town Clerk's office in each town. It is a monument to the indefatigable and persevering patience and industry of our fellow citizen, A. D. Hager, A. M., to whose persistent zeal its publication in the highest style of the typographical art, is largely due. Of it every Vermonter has reason to be proud and should aim to possess a copy, both for its intrinsic value and to assist in remunerating Prof. Hager for the large pecuniary risk he has incurred in its publication in its present form. Copies of the report may be procured by addressing A. D. Hager, Proctorsville, Vt.

The Vermont Quarterly Gazetteer, a Historical Magazine, embracing a digest of the history of each town, civil, educational, religious, geological and literary. Terms; *twenty-five cents* per number. Edited and published by Miss Abby Maria Hemenway, Ludlow. This number embraces the conclusion of Bennington County and a portion of Caledonia County. Miss Hemenway is doing

a valuable work for posterity, and ought to be more heartily seconded than she has hitherto been. Every family should have a copy. The work contains a large amount of information of personal value to every Vermonter who would acquaint himself with the early history of his state.

First Lessons in Mechanics with Practical Applications, designed for the use of schools, by W. E. Worthen. Published by C. Appleton and Co., New York. This is a small octavo of 192 pp. It contains *thirty-six* lessons—illustrative of the simple mechanical powers, the composition and resolution of forces, center of gravity, mechanical work, animal powers, water power, gravity, steam engine, gearing, machines, friction, etc. Its author aims to bring his work to the comprehension of the pupils in our common schools. The language is simple and extensive use is made of pictorial illustrations.

New Englander.—This Quarterly for April presents a rich table of contents, viz: Review of Buckle's History of Civilization, Congress and the Territories, Conscience as Contrasted with the Discursive Reason, The Test-Hour of Popular Liberty and Republican Government, Is the Doctrine of Annihilation Taught in the Scriptures? Review of "Spare Hours," The Princeton Review and Rev. Dr. Squier, Goldwin Smith and the Bampton Lectures for 1858, Sketch of the Life of Professor William A. Larned, Noah's Prophecy: "Cursed be Canaan," Notices of Books.

The American Journal of Science and Art for May contains, —Remarks on Period of Elevation of Mountain Ranges at source of the Missouri River, the Chemical Constitution of the Wax of the *Myrica Cerifera*, Action of Sulphur and Phosphorus Groups on Solutions of Metals, Account of two Meteoric Fireballs of August 2d and 6th 1860, On Orthite from Swampscot, Mass.; New Metal in Oregon, Methyamine, On Prof. Hall's Claim of Priority in the Determination of the Age of the Red Sandrock Series of Vermont, Influence of Diffraction upon Microscopic Vision, Discovery of Microscopic Organisms in the Silicious Nodules of the Paleozoic Rocks of New York, Colorado River of the West, Enumeration of the Plants of Dr. Parry's Collection in the Rocky Mountains in 1861, Scientific Intelligence.

The several monthlies for June are promptly at hand, as follows:

The Atlantic Monthly for June is as usual, richly freighted with good things. Every patriot should read this and

The Continental Monthly, both of which aim not only to excel in literature, but also to give the views of our best statesmen upon matters of political and national interest.

Harper's Magazine.—The illustrated articles are, Broadway, A Congerous Journey, The Catawissa Railroad, and Rough Riding Down South. We notice besides, George Bancroft, and Burr's Conspiracy. The other articles are good. The *Weekly* is rich as usual. A good time to subscribe, as this number commences a new volume.

Godey's Ladies' Book.—The ladies will be glad to learn that this favorite Periodical is as good as ever, and, if possible, a little better.

Arthur's Home Journal and *The Home Monthly* should find a welcome in every family. Their pages are instructive and characterized by a high-toned morality.

Peterson's Ladies' National Magazine has its usual variety—Engravings, Fashion Plates, Stories, Patterns, Receipts, etc.

Music from Horace Waters, Broadway, New York.—*Better times are coming! Where Liberty dwells there is my country*. These are spirited patriotic songs. The first is a *resume* in eight stanzas, of the result of the war thus far, most happily alluding therein to our principal Generals.

We thankfully acknowledge the receipt of public documents from Hon. Charles Sumner, of Mass., and Judge Collamer and Justin S. Morrill, of this State. We have also received the *Eighth Annual Report* of the Board of Education for Chicago, Ill., 1861; the *Seventeenth Annual Report* of the Board of Education of Albany, N. Y.; the *Report of the Superintendent of Common Schools of Conn.*, May 1862.

REPORT OF SUPERINTENDENT OF SCHOOLS, BRATTLEBORO.—This is a neatly printed and ably written document, and worthy of perusal by all who may have access to it. The Superintendent H. A. Wilson, A. M., has been for many years at the head of a popular school in New York, and, having retired from the active duties of his profession, is devoting himself with untiring zeal to the improvement of the schools in his adopted town. The Graded School in the East Village has been thoroughly renovated. Strict regulations have been adopted, scholars tardy or absent a limited number of times without satisfactory cause, are deprived of the privileges of the school the remainder of the current term. A regular course of study has been prescribed, assigning certain studies to each term. The schools of the town are represented to be, for the most part, in a flourishing condition. Heads of Families, 586; children of school age, 997; pupils registered, 782, weeks taught by males, 71; by females, 448; school expenses, \$3,721.41; public money, \$1,392.93; raised on grand list or scholar, \$2,328.48.



Tietford Academy

T I E T F O R D A C A D E M Y .

THE VERMONT SCHOOL JOURNAL.

Vol. IV.

JULY, 1862.

No. VII.

LACK OF DISCIPLINE.

"More schools in Vermont fail, or are broken up, from want of discipline than from all other causes combined." So said Secretary Adams before Windham County Institute at Townsend, a few days since. No other man in the State has had so good an opportunity to judge. During these six years, he has lived among our schools, as a traveller amid the Catacombs of Rome. He found them almost as lifeless as the mummies of those tombs, and in attempting the work of their resurrection, he has accurately observed all the agencies employed and marked the hindrances and failures that have come in his way.

"Lack of discipline" is a *radical* defect in our schools. It seems appropriate, therefore, to enquire the causes and the cure.

One important cause of defective discipline in the school is the want of government in the family. Children who rule at home, are unwilling to submit to authority at school. And it is not an unfrequent occurrence for parents to interfere with school discipline. They listen to the complaints of their children, censure the teacher in their presence, and thus encourage a spirit of rebellion. And when submission and obedience are insisted on by the master, they either remove their children from the school, or aid them in resisting his authority. And do not the *children* rule in a majority of the families in Vermont?

Another cause of defective school government is found in the natural inability of many teachers to command respect and exercise authority. The poet is born such ; so are all really efficient school masters. A good disciplinarian cannot be *made*. He may be *improved*, but if he has not the natural talent, education can never supply the deficiency. France had but one *Napoleon*, and even America has a thousand *Greeleys* to one *McClellan*. And how many are the instances in our schools where the teacher lacks that energy, life and power which give him the ability to control. He may be a good scholar and a good instructor, but he lacks authority. Alas ! when we have said this, we have pronounced our pedagogue unfit for his position. It matters little what other excellent qualities he possesses ; if he cannot *govern*, his school is comparatively worthless. There cannot be effective study and thorough mental discipline in a *disorderly* school-room.

Still another fruitful cause of defective discipline, is the frequent change of teachers.

In most of our district schools and many of our academies, the teachers are changed as often as twice a year. The result is, no well digested plan for the management of the school can be carried out. If a good disciplinarian has been employed, he has no more than time to perfect his system and secure uniform good order, before he must leave the school.

The next incumbent either destroys all that his predecessor has done or adopts a new method to secure the same object. In either case, the end in view is defeated by this constant change. In this way, the efficient master is shorn of his ability and the poor one is allowed to do all the mischief that the time will allow.

And frequently, lack of discipline results from want of interest in the duties of the school.

The teacher has ability, it may be, and would do well if teaching was his business. But he is engaged only for

a term and has no love for his employment. His thoughts and time are chiefly occupied in his studies at the Academy, College, or in some Profession. The school is of secondary importance; a mere matter of "dollars and cents" to him. And this lack of interest engenders lack of discipline and renders the school comparatively useless. If the amount of money that is annually wasted in Vermont upon this class of teachers, could be saved, it would well nigh pay our war tax during this infernal rebellion. If the time thus worse than wasted by our children could be well employed, they would be much better fitted for the positions and responsibilities that await them in mature life.

But what is the remedy for this admitted evil?

First, let special efforts be made to diffuse correct views of family and school government among the people. Let the Pulpit, the Press and the public Lecturer speak out on this subject, until parents shall learn not only to govern their households, but also to sustain the authority of the Teacher.

Let a different method be adopted by town Superintendents in the examination of Teachers, and granting licenses. No man can judge correctly as to their qualifications simply by a private examination. He must visit the school, and there test the master's ability to manage and control his pupils. Let the license be withheld, until he has proved his competency by trial in the school-room. And if lack of discipline is a natural and prominent defect, let him be at once removed by the proper authority, and a competent person employed to fill his place. Where we cannot have well managed schools, we had better have none at all; for an ungoverned school is an absolute evil.

Frequent changes in teachers can be avoided only by elevating the calling; by making it a Profession to be sustained and remunerated as its importance demands. When it shall be required as a condition of entering the

school-room as teacher that the candidate has been *professionally* educated, and when suitable compensation is offered for such services, then and not till then, will this instability and inefficiency in our schools, give place to permanency and thorough discipline. Then will the incompetent and time serving seek some other employment, and every true friend of education will rejoice. Quackery should never be tolerated; whether in Medicine, Law, or *School-keeping*. O.

THE SISAGANS OF ARMENIA.

Our remote ancestors, before they left their Asiatic home and emigrated into Europe, are thought, by some, to have occupied a part of the ancient kingdom of Armenia; and it is an interesting fact, that, in examining Ancient Armenian history, we find some apparent confirmation of this opinion. The people, who were called Sisagans among the Armenians, were probably the same as the Sacæ of Strabo and Ptolemy. We find them occupying precisely the same locality, and distinguished by many of the same characteristics.

The Sisagans of Armenian history were the descendants of one *Sissag*, or *Sisac*, who lived about 1800 years before Christ, and who was the ninth in descent from Noah, in the line of Japhet and Gomer. This ancestor is described as a prince distinguished for his nobility of character, strength, beauty, and skill in the use of the bow. His territory embraced all that region situated in the eastern part of the ancient Armenian kingdom, between the rivers Kur or Cyrus and the Araxes, and extending west beyond the sea of Gelam or Kegham, named from the father of Sissag. It was one of the most fertile and beautiful provinces of Central Asia, abounding in every variety of excellent fruit and grain. The scenery of the northern and

eastern portions was the grandest possible, traversed by irregular mountain chains, full of dark ravines, deep gorges and excavated caverns, and on whose summits stood many a frowning castle, strongholds of a brave and warlike people.

It is said that Sissag, on receiving this country from his father, covered the whole face of it with towns and villages, and gave it the name of Sisagan. It is also sometimes called *Seuni* or *Suni*, and from these two appellations the inhabitants took the names *Sisagans* and *Sunis*. One ancient writer says, that Sissag gave to the country the name of *Suni*, but that the Persians called it afterwards Sisagan. It was also called by the Armenians *Sacasdan*, or the province of the *Sacas*, and answers to the *Sacassene* of Strabo, and to the *Syracene* and *Sacapene* of Ptolemy. Turner, in his History of the Anglo-Saxons, says, the word *Saxon* is probably an abbreviated form of *Sakui-suna*, or the sons of the Sakai. What reason Turner had to translate *suna*, as from the Saxon, by the word *sons*, does not appear. It is quite as probable that the Sakai were called *Sakui-suna* from the fact that they lived in the province of *Suni*, and if so, the Armenians must have first conferred upon our ancestors the appellation by which we are to-day distinguished. They would naturally speak of the *Sacas*, as the *Sacas* of *Suni*.

These Sisagans, or Sacas, according to Armenian history, were very powerful more than 1700 B. C., and were frequently allied to the Armenians in their conflicts with Assyria, with Babylonia, and in later times with the Medes. In the second century before our era, when Arsaces established the renowned Parthian kingdom of the East, and extended his conquest over Armenia; he formed, of the country occupied by the posterity of Sissag, one great principality, sometimes called Sisagan, and sometimes *Suni*. This sovereignty was during a long period, one of the most powerful which existed in Armenia in ancient times. It is said the Parthian king chose distinguished

men from the race of Sissag, whom he made sovereigns of this country. And he is said also to have done this, because he had learned from history, of the ancient renown and valor of this people. These Sisagan rules made alliances by marriage with the Parthian royal families, and were regarded as independent princes.

If we are not able clearly to identify these Sisagans with the Sakai or Sacae, who are supposed to be the Saxons of the East, we can, at least, trace many striking resemblances. Some further notices of this people may be given in a future number.

W. C. W.

A BEAUTIFUL AND FAMILIAR HYMN IN LATIN.

TRANSLATED BY HON. W. E. GLADSTONE.

ORIGINAL.

Rock of Ages, cleft for me,
Let me hide myself in thee !
Let the water and the blood
From thy riven side which flowed,
Be of sin the double cure,
Cleanse me from its guilt and power.

Not the labour of my hands
Can fulfil thy law's demands ;
Could my zeal no respite know,
Could my tears forever flow,
All for sin could not atone !
Thou must save, and thou alone.

Nothing in my hand I bring ;
Simply to thy Cross I cling ;
Naked, come to thee for dress ;
Helpless, look to thee for grace ;
Foul, I to the fountain fly ;
Wash me, Saviour, or I die !

While I draw this fleeting breath,
When my eyelids close in death,
When I soar to worlds unknown,
See thee on thy judgment throne,
Rock of Ages, cleft for me,
Let me hide myself in thee !

TRANSLATION.

Jesus, pro me perforatus,
Condar intra tuum latus !
Tu per lympham profluentem,
Tu per sanguinem tepentem,
In peccata mi redunda,
Tolle culpam, sordes munda.

Coram te nec justus forem,
Quamvis, tota vi laborem,
Nec si fide nunquam cesso,
Fletu stillans indefesso :
Tibi soli tantum munus ;
Salva me, Salvator unus.

Nil in manu mecum fero,
Sed me versus crucem gero ;
Vestimenta nudus ero,
Opem debilis imploro ;
Fontem Christi quero' immundus,
Nisi laves, moribundus.

Dum hos artus vita regit ;
Quando nox epulchro tegit ;
Mortuos cum stare jubeas,
Sedens Judex inter nubes ;
Jesus, pro me perforatus,
Condar intra tuum latus !

SCHOOL HOUSES.

NUMBERS IV. THEIR FURNISHING.

After what has been said in previous articles, it is in point to notice the proper *furnishing* of the school-room. In this, no reference is made to those fixtures, which are primarily adapted to promote the bodily comfort and health of the child. The important relation of such furniture to the physical well-being of the young; also its adaptation as a means to a higher end, involving intellectual and moral considerations; and thus the desirableness that each school house should be furnished with becoming seats, desks and the like; these are points which have been already noticed. Attention is now called to *that apparatus and to those helps*, which, as pertaining directly to the education of the mind and heart, have in view the clear elucidation of the branches taught and the genial unfolding of the powers exercised. In order to such a result, our school-houses need a furnishing of a peculiar kind. A part of it should be intellectual in its bearing, having as its aim, the visible presentation of the truth involved in the branches taught—an outward exhibition of the several points, which are constantly coming up in the subjects under consideration. It may, then, be well to devote a few moments to the rapid survey of a portion of the helps now brought into view.

Among these perhaps none is more important, (though it has to a great extent failed to be duly prized,) than a *chart of the phonetic elements* of the English alphabet.—This is desirable as assisting the child, through the guidance of a judicious teacher, to attain in his daily speech to a clear, distinct and correct articulation. Few are so thoroughly masters of the sounds of their native language, simple and combined, as always to express them with propriety. How seldom, indeed, do any of us rightly

enunciate the words of our mother tongue, though we use them from the cradle to the grave. The benefit derived from the early and combined employment of such a chart, has as yet scarcely begun to be appreciated by many, since they have not become sensibly aware of the great defects generally prevailing in this particular. They have also failed duly to estimate the value of such instruction, inasmuch as they have never witnessed the marked improvement which may be easily made by an entire school, or by large classes in it, from the devotion of a few moments once, or several times, a day to exercises of this character.

There is a second aid, the *black-board*, of which no school-room should be destitute. Its use a few years ago, was as generally decried, as that of any of the improvements more recently introduced, and often objected to as innovations. All, however, or nearly all, have now come to acknowledge its importance, and to regard it as indispensable. And we may readily see that this judgment in regard to the usefulness of the article in question is correct, since it enables the teacher, or a pupil, to exhibit a proposed process to an entire class, or to the whole school at once, and thus without loss of time. Indeed, if the black-board be looked at merely in the light of economy, it is of the greatest moment. An explanation, or an illustration, given by this means to a class of twenty, may be more readily apprehended, and afford a clearer insight into the subject in hand, than the same repeated to each separately on the slate as many times as there are individuals. Thus, in this single instance, we discover a large gain; the minds of all are in a way to be vigorously called out in unison and sympathy with each other—a matter of no slight moment—while there is a saving of some nineteen-twentieths of the instructor's time, either for a more thorough exhibition of the topic under consideration, or for other duties.

A chart of *geometrical outlines* furnishes another help of no small importance. Instead of this, actual blocks of

wood of the required sizes and shapes may be used. All the more common mathematical forms in space, with which we are wont often to meet, may be advantageously exhibited to the eye of the child. There should be before him visible representations of triangles, squares and circles, of pyramids, cubes and spheres, of cones, cylinders and prisms, as well as of all other and kindred forms, with which he needs early to become acquainted. The influence exerted by such representations, especially if there be a competent teacher to guide the pupil, is very salutary and of incalculable benefit. Brief exercises in drawing the several figures, thus brought to view, on the black-board or on paper, not only make him familiar with their names, relations and proportions, but also impart a power and skill which are of lasting value. There is in this way gained an education of the eye, as to the forms and dimensions of objects, from the lack of which many in every community are left unfitted to become skilful workmen in the various mechanical arts. Such knowledge is also an excellent preparation for the mastery of several higher branches, which will subsequently engage the attention of a portion, at least, in every school.

Thus have been noticed a *few* points, which are deemed important in the furnishing of our school-houses. Without these aids, much is wanting which is calculated to advance the highest interests of the rising generation.—There is, however, in a large proportion of our schools, a peculiar lack of appropriate apparatus of some of the kinds specified.

Indeed, there is often an almost utter deficiency, if not in all, yet in most of those helps to knowledge, which address the outward senses in the way already indicated. And it is now high time that these should be no longer neglected or discarded, simply on the ground that our fathers got along without them. They also succeeded in gaining a livelihood, without steamboats and railways, without mowers and reapers—improvements, with none

of which should we wish to dispense. It is no doubt a fact that good facilities for education were enjoyed fifty or a hundred years ago. Equally true is it that those then made use of, were not perfect; and we may infer that the means of instruction at this day employed are as susceptible of improvement, as hoes and pitchforks and various other implements of husbandry. Few, if any, competent instructors now fail to see, at least in part, the desirableness of a more thorough furnishing of our common school-rooms with the means necessary to the successful elucidation of the several different branches taught, or which ought to be taught, in every district, as occasion requires. And it is to be sincerely hoped that these and similar convictions will soon become more general. While all unnecessary changes, and every temptation to undue haste, should be avoided, we may certainly look with joy for the time, when not only teachers, but also parents and all in every neighborhood, will see this matter under a broader view, and in a clearer light. P.

Erratum in No. III; page 132, line 1st., instead of *inquiry*, read *injury*.

THE OLD FERULE.

BY B. P. SHILLABER.

Grim relic of a distant time,
 More interesting than sublime!
 Thou'rt fitting subject for my rhyme,
 And touch'st me queerly;
 Unlike the touch that youthful crime
 Provoked severely.

It was a dark and fearful day
 When thou held'st sovereign rule and sway,
 And all Humanity might say
 Could not avert
 The doom that brought thee into play,
 And wrought us hurt!

Ah, Solomon ! that dogma wild
Of sparing rod and spoiling child,
Has long thy reputation soiled,
And few defend it ;
Our teachers draw it far more mild,
And strive to mend it.

O, bitter were the blows and whacks
That fell on our delinquent backs,
When, varying from moral tracks,
In youthful error,
Thou madest our stubborn nerves relax
With direst terror.

I know 'twas urged that our own good
Dwelt in the tingle of the wood
That scored us as we trembling stood,
And couldn't flee it ;
But I confess I never could
Exactly see it.

The smothered wrath at every stroke
Was keenly felt though never spoke,
And twenty devils rampant broke
For one subdued,
And all discordances awoke—
A fiendish brood.

And impish trick and vengeful spite
Essayed with all their skill and might
To make the balance poise aright ;
And hate, sharp-witted,
Ne'er left occasion, day or night,
To pass omitted.

I see it now :—the whittled doors,
The window panes smashed in by scores,
The desecrated classic floors,
The benches leveled,
The streaming ink from murky pores
The books bedeviled.

Small reverence for Learning's fame,
For master's toil of nerve and brain,
They saw Instruction marred with pain,
And Alma Mater
Was thought of only by the train
To deprecate her.

'Tis strange to have thee in my grasp;
 My fingers round thy handle clasp,
 No sense of pain my feelings rasp,
 As last I knew thee ;
 Then thou didst sting me like an asp,
 Foul shame unto thee !

But gentler moods suggest the thought—
 That still thine office, anguish-fraught,
 For our best good, unselfish, wrought,
 Had we but known it,
 And we, with grateful spirit, ought
 To freely own it.

Perhaps—but I am glad at heart
 That thou no more bear'st sovereign part
 In helping on Instruction's art
 By terror's rule—
 That other modes will prompt the smart
 Than thee in school.

Thanks, old reminder of the past,
 For this brief vision backward cast ;
 We measure progress to contrast
 Times far and near,
 Rejoiced on summing up at last,
 We're not arrear.

Boston Saturday Gazette.

PRACTICAL TEACHING.

NUMBER TWO.

It is my purpose in this article, to point out a few prominent errors in the methods of teaching, too frequently adopted in our common schools. This is not done in a spirit of fault finding, but with the desire to awaken the careful attention of teachers, in the hope, that, should I chance to present any new ideas, they may be adopted and used to the advantage of those for whom we daily labor. So common are mistakes in every calling, they form the rule rather than the exception. From the President in his cabinet, as well as in his diplomatic relations, through all the routine of military affairs, and in all those active operations which so intimately concern our destiny

as a people, errors are of very frequent occurrence and are often attended with fearful results. Must we not then expect to find them in the quiet, unpretending school-room? Perhaps they may not be so speedy and effective in their results, yet they exert a silent and by no means powerless influence. It is not at all strange that they do exist; we only wonder there are so few; for, while the people demand a thorough preparation for all other professions, no such demand is made upon teachers, and our Legislature makes but limited provisions whereby they may be trained, and in some measure prepared for their important mission. Consequently the education for this particular calling must be acquired mostly by practice and observation. Seeing then that other means are denied us, we must patiently labor, and by interchange of thoughts, plans and purposes, endeavor to reach, though after long and continued exertion, that standard of excellence, which it would seem, under a more liberal legislation might be much sooner attained.

With this end in view, permit me to mention a few of these mistakes as they have presented themselves in my own experience and in a very limited observation of that of others. I will first refer to Reading and Spelling—the ground work of all true and genuine education. The first error is, in too many cases, an ignorance of their value, and importance; hence but very little attention is paid them. Arithmetic, or some other hobby of the teacher, is made the basis, the *par excellence*, of all knowledge. These two branches of study from their nature, are intimately connected, and form the only true ground work upon which the intended superstructure can be safely built. They should, then, receive more attention, and all other studies and pursuits become second to them. I need not speak of the manner in which these exercises are too frequently conducted, of the various attitudes assumed by the pupils, or of the enunciation, inflections or tones, so familiar to all. From the want of interest and

animation manifested by both teacher and pupils, it would often seem that the exercise is performed as a duty merely, established by usage, and hurried through because not altogether pleasant. Now, I believe this might be corrected. The importance of these acquirements must be thoroughly appreciated; the reading within the comprehension of the student and of an interesting character; all rules except those of accent, emphasis and inflection, which are readily acquired by observation and practice, should be avoided, and the closest attention given to articulation. Then reading, instead of a task, will be a delight. A correct and proper articulation, it seems to me, comprises nearly all the child's need of *rules*, and no one will deny that this is sadly neglected. The habit of neglecting this important matter, is early acquired and is daily strengthened by the pernicious, yet too prevalent practice of spelling rapidly, carelessly, and with almost a total neglect of syllables. In reading and spelling, then, distinct and forcible articulation should be the first, last and constant care of the teacher. In conversation lately upon this point, an aged gentleman remarked that "he could not understand young people now-a-days, especially in reading, they spoke so fast, vieing with each other to mumble the greatest number of words in the shortest conceivable space of time. Too true—the error is a serious one and must be corrected by the teacher.

But the most important, and by far the most common error of which I would speak, is an almost total disregard of the true definition of words. A great majority of our common people use in conversation, a multitude of words whose meaning is wholly or in part unknown to them, often subjecting them to criticism and ridicule; nor is this at all unfrequent among those thought to be educated. The fault lies in their early training in the common school. All will admit that the standard Dictionary should be within the reach of scholar and teacher. It should be consulted, too, and the meaning of all words of peculiar or

doubtful signification, not merely in reading and spelling, but wherever they occur, should be required of the class. Not only the difficult, but the very simplest—for often these are the most difficult to define—should be watchfully observed by the teacher. Nor should he fail to ask for these, because he may not be familiar with them himself. It is no disgrace to refer to better and higher authority in presence of the class. This should be done *rather than* to give wrong or uncertain instruction. The advantages resulting from such a course are very apparent. The universal mispronunciation of words would be corrected. We should know what we say, and how to say it—but more than all, by constant reference to the dictionary, the scholar would early acquire the habit of investigation, so essential to success in any branch of study. In this department I consider the teacher's most important work. Here he can do the most towards correcting the errors of the times, in bringing our language back to its primitive purity, from which it has so sadly degenerated, and of establishing true and thorough ground work for a correct education.

D. M. C.

WHAT EVERYBODY OUGHT TO KNOW.

1. If a man faints, place him flat on his back and let him alone.

2. If any poison is swallowed, drink instantly half a glass of cool water with a heaping teaspoonful each of common salt and ground mustard stirred into it; this vomits as soon as it reaches the stomach; but for fear some of the poison may still remain, swallow the white of one or two raw eggs or drink a cup of strong coffee, these two being antidotes for a greater number of poisons than any dozen other articles known, with the advantage of their always being at hand; if not, a half-pint of sweet oil, or lamp oil, or "drippings," or melted butter or lard, are good substitutes, especially if they vomit quickly.

3. The best thing to stop the bleeding of a moderate cut instantly, is to cover it profusely with cobweb, or flour and salt, half-and-half.

4. If the blood comes from a wound by jets or spirts, be spry, or the man will be dead in a few minutes, because an artery is severed; tie a handkerchief loosely around, near the part *between the wound and the heart*; put a stick between the handkerchief and the skin, twist it round until the blood ceases to flow, and keep it there until the doctor comes; if in a position where the handkerchief cannot be used, press the thumb on a spot near the wound, *between the wound and the heart*; increase the pressure until the bleeding ceases, but do not lessen that pressure for an instant, until the physician arrives, so as to glue up the wound by the coagulation or hardening of the cooling blood.

5. If your clothing takes fire, slide your hands down the dress, keeping them as close to the body as possible, at the same time sinking to the floor by bending the knees; this has a smothering effect on the flames; if not extinguished, or a great headway is gotten, lie down on the floor, roll over and over, or better, envelope yourself in a carpet, rug, bed-clothes, or any garment you can get hold of, always preferring woolen.—*Hall's Journal of Health.*

THE DISCIPLINE OF DIFFICULTY.

We should deplore our disposition to yield to opposition, and not the *fact* that we have to *meet it*. Other things being equal, the strength and stature of our manhood, is directly in proportion to the opposition we encounter and overcome. The strength of the moral and intellectual man, like physical force, is developed by effort. Constant and vigorous activity is the law of growth in all departments of nature. So, then, he is the most vigorous man who puts forth most effort, in the right direction.

All the paths to eminence are thick strewn with appar

ent obstacles to progress. These obstacles are real helps to the soul that pants for true excellence. It is unmanly to regret that life presents so many difficulties to be surmounted, or to repine at the thought of its severe discipline and stern realities. It is the spirit of true manliness that rejoices at the sight of new heights to be scaled, and exults in conscious growth at every triumph gained by personal effort.

Difficulties do more for us than so called good fortune and friends.

The test of ability in a general is not the magnitude of his apparent success, but the actual work performed and obstacles overcome. And so universally, true greatness is very nearly in proportion to the personal effort—put forth in grappling with opposition. Then let us frown with contempt, on the fatal delusion that any desirable eminence or true worthiness, can be attained by other means, than constant and untiring effort, and greet with delight, every new obstacle in our way, which, when surmounted, will place us on a higher eminence where we may gain a more extended prospect, may feel the pulse of a higher life throbbing through our soul and enjoy the satisfaction which a consciousness of self-acquired power brings. The habit of patient, persistent and hopeful efforts inspired by the spirit of true manliness, is the student's only surety of success and hope of excellence.

G. P. B.

We do not divert men from error merely by contradicting their foolish words, but by dissolving out of them the spirit of their errors.

It does not help one to see, to describe to him the night and its dark colors and shadows. We can show what the night is only by lighting up, and what blindness is, by covering the eyes.

ENTHUSIASM.

There is hardly another element in character that has more to do with success than enthusiasm. By enthusiasm we do not mean that wild, blind, fiery impulse, driving a man, he knows not whither, which we usually think of in the mere enthusiast. We mean that deep, abiding, powerful feeling or energy, regulated and controlled by reason and judgment, which moves a man to a particular work or calling and keeps him gladly and unweariedly to it, until it is accomplished.

The word is transferred from the Greek, with very little change, and in the original, signifies primarily, a divine influence or supernatural inspiration. All great men are enthusiastic in regard to that, in which their peculiar greatness consists. No man was ever great in anything towards which he moved reluctantly or indifferently. He that accomplishes great things, takes hold of them with a relish and resolution, that move him right onward to the end. He is carried by an energy, which, often, seems apart from and above himself—which he neither wishes nor feels able to resist, and which, it is not strange, many, under its powerful influence, have regarded as supernatural and divine.

All great Captains, the Cæsars, Cromwells and Napoleons, have been men of powerful enthusiasm. Napoleon regarded himself as the Child of Destiny, as controlled by an influence he could not resist. Washington, the coolest and most methodical of men, was susceptible of becoming intensely enthusiastic. Luther was an enthusiast. Columbus was an enthusiast, and so have been all the world's great reformers and discoverers—the pioneers in the march of christianity—civilization and science.

All genuine poets, painters and sculptors, all men dis-

tinguished in literature or art, have been men of enthusiasm in their work.

The same is true of all genuine and successful teachers. Indeed in no other department of labor, has enthusiasm more to do with success than in that of the teacher. The teacher's business is to awaken thought and kindle the love of knowledge, quite as much, as to impart positive instruction. To do this he must love his work, must enter into it, earnestly, heartily—in a word he must be enthusiastic. Nothing is more catching than the fire of enthusiasm. The commander glowing with it, diffuses it through a whole army. The orator, himself on fire, will set a whole assembly ablaze with it. So the teacher filled with intense enthusiasm in his work, will kindle the fire of it in every scholarly mind under his influence. Lacking this he will accomplish little, however high be his qualifications in other respects. Nowhere is distaste or indifference more fatal, than in the work of teaching. All great teachers have been enthusiastic teachers—loving their work and giving their whole soul to it. Socrates was enthusiastic, letting slip no opportunity to awaken thought and impart instruction. Dr. Arnold of Rugby, was enthusiastic—carrying every scholar along with him, in the love and pursuit of knowledge. Prof. Stuart of Andover, was enthusiastic. His students might question the correctness of his statements and the soundness of his logic, but they could not escape the fire of his enthusiasm. Dr. Marsh of Burlington, though the most serious and sedate of men, was intensely enthusiastic in his favorite studies, Philosophy and Theology. He drew and attached to himself every scholarly student, and made his department the favorite department in the University. Seldom did he deliver a lecture or hear a recitation, in which it was not evident, his whole soul was interested in the theme,

It would gleam in his eye, tremble in his voice and glow on his whole capacious countenance. He rarely made a gesture, but when he did—(the laying of his right fore

finger energetically across the left)—it indicated the fire was at the white heat. The common and familiar saying, that his students all had his ear mark, indicated the power of his influence over them.

Substantially it is always so. In any college or seminary, the teacher, that, along with sound scholarship and good sense, has the most enthusiasm in his work, will be the most successful teacher and make his department the favorite department of the School.

One of the first questions in the employment of a teacher should be, Does he love his work? Has he enthusiasm in it? If he has and is not positively defective in scholarship or judgment, employ him. He will hardly fail to do a good work. If he does not love it, cannot become enthusiastic in it; if he goes to it not as a joy, but as a task, whatever be his scholarship, put him not into the school-room. Doubtless he may do a good work somewhere else, but he will not do it there. His indifference and distaste will beget themselves in the whole school. It will be a happy day for our schools when all our teachers are not only sound scholars, but are full of enthusiasm in their work.

C. C. P.'

SCRAPS FOR YOUTH.

ATTACK THEM.

We were walking through a street in one of the beautiful towns in Hampshire County. In the garden back of a house, we noticed a little boy of four or five years in a red dress, somewhat after the fashion of a Zouave's. He seemed to be playing alone and talking earnestly to himself.

As we came nearer, it appeared that he was *playing the soldier*, and giving the rebels "Jessie," or "fits," as the soldiers sometimes say.

He was running about the garden, and at every old

corn-stalk or stick he found, he cried out, "*Here's a rebel,*" and then the way he dealt out the death-blows with his wooden sword, showed that the patriotic blood in his little heart was at a fever heat. How Floyd and Pillow and all the rest of the rebels would have *run*, under our young Zouave's furious attack!

We did not tarry to see the result, but there can be but little doubt that the rebels were completely routed with great slaughter, leaving in the hands of the little conqueror an immense amount of camp equipage, guns, medical stores, provisions, &c. We can imagine that the little fellow retired from the field with all the pride of a hero and conqueror.

The next battle this little brave undertakes we would suggest, should be with enemies *nearer home*. We mean any enemies and rebels there may be in his own heart. Anger, disobedience, unkindness, truancy, bad words, and any wrong actions and feelings he may find skulking away in his heart, are real rebels that he should at once attack. Let him raise the *black flag* and give them no quarter, but slay and hew in pieces every one of them. That would be a splendid battle and a glorious conquest. That would be playing the soldier to some purpose. To conquer one's self and subdue all that is wrong in the heart, is the greatest of all victories. And in that battle, the Saviour, the great Captain of our salvation, is ever ready to help all who apply to him.—*Well-Spring*.

"ANY BODY COULD DO THAT."

Some boys are forever playing tricks. Mischievousness seems to be their delight. They are never so happy as when they can play off a practical joke upon some one, and see the perplexity or annoyance it will cause.

Preceptor Jones had several scholars who annoyed him very much by the tricks they were constantly perpetrating. One of these tricks was, to catch hold of the bell-rope that hung in the entry of the academy, when they

passed it, and strike the bell. Mr. Jones often remonstrated with his scholars, and forbid any such conduct.

Gage was a steady, well-behaved lad, and never had a thought of doing any thing contrary to the rules of the academy. He never felt the least temptation to strike the bell when passing the rope. But one day, as he was passing it alone, almost involuntarily, before he had time to think, he laid hold of the rope and gave it a pull. Just that instant he felt the warm breath of his preceptor upon his ear, as he quietly said,—

“Why, Gage, *any body could do that!*”

Poor Gage! Had there been the smallest hole in the floor, he felt he could have slunk away through it. Not a word could he say. He was confounded and struck dumb with shame. What possessed him to do such a thing he had never thought of doing before?

Gage is now a man; but, as he recently told us, he has never been able to banish from his mind the terrible sense of shame and confusion he then felt. He can now almost feel that same warm breath upon his ear, and hear those gentle but withering words of reproof, “Why, Gage, *any body could do that!*”

Yes; any body, the meanest dolt, could play off such a trick, or do many of the mischievous things that some children and youth are constantly doing. It does not require any great ability or skill to do such things; and there is nothing ennobling in them. *Any body* could do the same, if they would give up all nobleness of character and condescend to such low business.—*Youth's Companion.*

Children should not be overburdened with plays; the best are those they contrive themselves.

Children's labor should not be made a servile labor to them.

EDITORIAL DEPARTMENT.

STATE EDUCATIONAL AGENCIES.

What is Vermont doing for the cause of Education? If this question had been asked twelve years ago, the answer would have been, "absolutely nothing." To be sure, we had then an educational law, but it was to all intents and purposes, null and void. Some officers were occasionally appointed under that law, but only with the design to make it unpopular. Three years in succession, just previous to the time alluded to above, our Legislature refused to appoint a State Superintendent, as the Law required. Our law-makers had the audacity thus to trample upon a law which they had not the courage and manliness to repeal.

At that time, there were very few, if any Educational Associations in Vermont; very few educational meetings had been held, and but little interest was manifested any where. All the other interests of the State were cared for, but our common Schools and Academies were deemed worthy of no public supervision. Then there was no Educational Journal in the State. Some fifteen years ago an Agricultural and Educational paper was started at Windsor, at twenty-five cents per year, if we remember rightly, which failed after three years, for want of support. Several years later the "*Teacher's Voice*" had a name to live for a few months and then died.

But what agencies are now employed to advance the cause of education? The law has been vitalized; has become a living, breathing thing. A Board of Education has been appointed whose efficient Secretary has visited every part of the State, and everywhere, awakened a new interest in relation to our common Schools. By the Institutes which are held in each county during the year, he is not only raising the standard of Teachers' qualifications, but educating the people and inspiring them with his own earnest spirit. The Institutes recently held in several counties, have shown a larger attendance and a deeper interest than ever, both on the part of teachers and citizens in these localities. Mr. Adams seems to understand that *parents* in Vermont, need

educating more than their children, and though nominally and really instructing teachers, he aims also to enlighten the public mind and to awaken such interest and secure such co-operation as will elevate our schools. To the same end, the Vermont Teachers' Association and other County Societies are co-operating. The meetings of these associations have generally been fully attended and evidently productive of much good.

We bespeak a full attendance and renewed interest, at our State meeting to be holden at Windsor next August. Let the friends of education rally for their Schools and their Country, and show their appreciation of the cause and cure of Southern rebellion. The secular and religious Press has done much to aid our cause, and would do more, if we would furnish the material. We doubt whether there is a paper published in the State, which would not willingly devote a column or part of a column to educational matter. But they expect Teachers to furnish the necessary articles. To some extent this is done, and why not in every case where such reading would be acceptable? This question is worthy of consideration.

As another desirable and important agency in our great work, we presume to mention our *School Journal*. For nearly four years, it has made its monthly visits to from seven to fifteen hundred families in the State. Its readers know the character and spirit of its articles. It has not been as well conducted as it should be, but as well, perhaps, as it could be, under the circumstances. One thing we do know, it has many warm friends among its subscribers and its articles have been extensively copied into other Journals and papers, not only in New England, but in New York and at the West and in Canada. If indifference and neglect could have killed it, the Journal would, long ago, have shared the fate of its predecessors. Still it lives and is all the better, we think, for having gone through the war. We do not complain of open hostility; we have not met with it even from those who have opposed its publication. We have suffered most of all, from the *blighting indifference* of its professed friends.

The *School Journal* is published "under the sanction of our State Association" and is designed to co-operate in every effort, under the School law, for the advancement of our common cause. It has ever sustained the Board of Education and its Secretary in all his plans and efforts.

Now we claim that this Journal belongs to the State ; that it is needed and should be used as a medium of communication between teachers, between teachers and parents, and between our public school officers and the multitude for whom they labor. Moreover, we think it due, for the honor of the State, that the *Vermont School Journal* should be so well patronized and so much improved that it should *somewhere be acknowledged as an educational agency in the work of reform.*

[The Journal is forwarded until an explicit order is received by the Publisher for its discontinuance, and *until payment of all arrearages is made*, as required by law.]

VERMONT TEACHERS' ASSOCIATION.—The Twelfth Annual Meeting of the Vermont Teachers' Association will be held at Windsor, August 19th, 20th, 21st and 22d.

The first session of this meeting of the Association will begin at the earliest convenient hour after the arrival of the cars at Windsor, the 19th, and the last will close before the trains leave on the 22d.

The following are some of the speakers secured for the occasion:—Rev. C. E. Ferrin, Rev. Wm. Sewall, Rev. Roger S. Howard, E. B. Sherman, A. M., C. O. Thompson, A. M., J. B. Thomson, LL. D., S. B. Colby, Esq., Hon. A. P. Hunton.

Per Order of Executive Committee.

June 14th, 1862.

OUR ACADEMIES.

The present number of the Journal is embellished with the beautiful engraving of Thetford Academy, under the charge of J. B. NORTON, A. B. This old and honored Institution has gained a National Reputation ; its pupils are found in every profession and almost everywhere. And the very name, *Thetford Academy* is calculated to awaken joyful memories in the minds of thousands. That Hill is classic ground, and will long be a centre of attraction to all who have there quaffed at the fountain of knowledge. We spent twelve years of our active life amid those classic walls and among that generous people. Under its present efficient management, Thetford Academy deserves a liberal patronage. Fall Term begins September 3d.

NEWBURY FEMALE COLLEGIATE INSTITUTE.—Catalogue received, which shows the Institution to be in a flourishing condition. Rev. F. E. King, A. M., Principal, with six associate Teachers in the several Departments. The Summary gives 127 graduates, 14 seniors, 9 juniors, 8 sophomores, total 158.

BARRE ACADEMY.—J. S. Spaulding, A. M., Principal, with four Associate Teachers. Mr. Spaulding is one of the oldest and most successful Teachers in the State, having taught without interruption more than twenty years. This school needs no commendation from us. We copy the following extract from the last report of examining committee.

“We have seen proof that the scholars are taught to think and search for themselves, rather than to take things for true because “the book says so.” The attention has been directed rather to things, and the truths which underlie the things, than to the words of the text-books. The pupils have been taught that How and the Why are to be learned, in order to a true knowledge of the Fact itself. The teachers seem to have a preference in their educational husbandry for subsoiling, rather than surface tillage, and to have adopted as their own the genuine teacher’s true motto, *non multa sed permultum*.”

GLENWOOD LADIES’ SEMINARY.—The summary of the last Catalogue gives an average attendance of 119; number of different pupils 188; number of boarders summer term 90; graduating class 24.

UNION HIGH SCHOOL, RUTLAND.—D. G. Moore, A. M., Principal. The catalogue just received only confirms our previous opinion of this school. From information gathered from personal observation, and from all other sources, we have no hesitation in saying that this is one of the model graded schools of the State. Few can be compared with it.

“**ROSETTA A. MILES, vs. SCHOOL DISTRICT No. 12.**—Action brought by a teacher against School District No. 12, in Londonderry, being the district at South Londonderry, for wages. The plaintiff, who had been engaged to teach for fourteen weeks, at three dollars per week, taught four, and was discharged by the Prudential Committee. The reason assigned was general dissatisfaction. She remained in the district until the time her school should have closed, and then went to the school room, and got her

books. The defendants claimed the acceptance of \$12 at the end of the four weeks, by the plaintiff. The jury found no acceptance, and gave a verdict for plaintiff for \$40,50. E. E. Kellogg, Stoddard, for plaintiff. Arnold, Butler & Wheeler, Stoughton, for defendants."

We think ROSETTA with proper training, will make a first class teacher. We admire her spunk.

OUR BOOK TABLE.

THE PROGRESSIVE TABLE BOOK.—For young children; Edited by D. W. Fish, A. M.; Published by Ivison, Phinney & Co., New York. This is a gem of its kind. Its author has hit upon the true idea. He first secures the interest of the child by presenting *objects* to the eye; he then guides him carefully from simple first principles to the more difficult, until the first rules of Arithmetic are mastered. This book is just the thing for children.

THE ATLANTIC MONTHLY FOR JULY.—An excellent number of course. No scholar or lover of Literature can afford to do without this monthly. For \$2,50 we will furnish the *Atlantic* and the *Vermont School Journal* for one year.

GODEY'S LADY'S BOOK with its attractive engravings and excellent reading is again on our table. Address *L. A. Godey*, 323 Chestnut Street, Philadelphia, Pa.

ARTHUR'S HOME MAGAZINE, one of our best Monthlies, may be had for \$2.00 per year, by addressing T. S. Arthur & Co., 323 Walnut Street, Philadelphia.

PETERSON'S MAGAZINE for July, is beautifully embellished and contains its usual variety of reading. Address C. J. Peterson, 306 Chestnut Street, Philadelphia.

THE HOME MONTHLY, devoted to Home Education, Literature and Religion, is worthy of a place in every family. If such reading could take the place of the yellow covered literature of our day, the next generation would become wiser and better for the change.

THE CONTINENTAL MONTHLY, devoted to Literature and National Policy, is a periodical of high order. The first volume just completed contains 740 pages, double columns, and is printed on good paper, in the best style. Address J. R. Gilmore, 532 Broadway, New York, and 110 Tremont Street, Boston, Mass.

THE AMERICAN JOURNAL OF SCIENCE AND ART, the Scientific Journal of the Nation, is published quarterly, at New Haven, Ct., by Silliman and Dana, at \$5 per year—postage pre-paid.

THE NEW ENGLANDER is published Quarterly at New Haven, Ct., by *Wm. L. Kingsley* and should be on the table of every clergyman, theological student and educated man in the Country.

VERMONT SCHOOL JOURNAL ADVERTISER.

THIS JOURNAL

Circulates extensively in the families and among the Teachers of the State. Hence, the "VERMONT SCHOOL JOURNAL ADVERTISER," which is appended, affords an excellent medium for making known the merits of Books, Periodicals, Schools, School Apparatus and Furniture, Musical Instruments, &c. All Books sent to the publishers will be noticed in our editorial department.

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THE VERMONT SCHOOL JOURNAL.

Vol. IV. AUGUST, 1862. No. VIII.

GOOD READING.

On the subject of good reading as a rare and valuable accomplishment, I have no fault to find with the public estimate: that is uniform and correct, and is coming to be asserted with so much earnestness and clamor, that there is good reason to hope that the schools must perforce soon respond. Nothing is more common than complaints against the rarity of good readers: no bid for public favor in a prospectus would be so popular as abundant promises to give special attention to good reading. Now it seems to me that the fault of our schools in the matter of reading, lies in dropping it too soon in a course of education. It is, as you know, not the custom in our high schools and academies—at least it is the exception and not the rule—to have an exercise in reading. And yet good reading, such reading as adequately appreciates and duly renders the spirit of anything that merits the name of literature, is a highly intellectual task. Give a person every physical advantage, a voice naturally agreeable, clear round tones, distinct articulation, give him ample facility in the mere mechanical part of reading, and yet what a lifeless and unimpressive performance his reading is, unless he has the mental discipline which will enable him to make his own the thoughts, and even the most delicate shades of thought, of the passage he may be reading. Nor is this all that is necessary to make a good reader:

both physical and mental qualities combined are insufficient without a great amount of actual practice and careful discipline. In reading, as in music, the most difficult thing of all is to make the outward sound satisfactory to the inner ear. No one of us can read a passage of Shakspeare aloud so that it shall convey to our own minds the same meaning that it does when we read it mentally. To take a passage that involves no great amount of passion, who can read Cardinal Woolsey's soliloquy in Henry VIII beginning "Farewell, a long Farewell to all my greatness," so that it shall sound to his outward ear as it sounds to his inner ear, when he reads it, as we say, "to himself." Eminent actors have been known to repeat a single line scores and even hundreds of times before they could make it correspond to their inward sense of what it ought to be.

I know that it *seems* the easiest and simplest thing in the world to read well, whenever we are listening to a good reader—but you do not need to be told that ease and simplicity and naturalness in almost every department of effort are the result only of long and patient labor. Since then, good reading is an exercise that tasks so fully the best powers of the mind in their best estate, its cultivation ought to be kept up through the whole course of study, and thus every accession of mental discipline be applied by constant practice to improvement in reading. I maintain therefore, and I am sure the public will bear me out—that reading ought to be required of every scholar in all our Academies and High Schools: it is already a recognized department of discipline in our Colleges. I know the objection that will be made to this demand—no time, no time. That would be a valid objection to the study of some other things good in themselves—but not to reading. As to the mode of conducting exercises in reading in High Schools, I do not think any great success can be secured by the use of Readers,—you could not yourselves be long interested in reading a book of "Elegant

Extracts." You must have consecutive reading in some book of sterling merit: during this month, or this term, perhaps a portion of history, Macaulay, Hume, Bancroft*—next term, some good poetry, a Book or two of *Paradise Lost*, a play of Shakspeare—and so on through various departments and styles. It might seem that the difficulty in securing the requisite books would be a fatal objection to this plan, and I know that all feasible schemes for improvement in Education must be cheap—but some modification of this plan I conceive to be practicable in *most* cases, and I know it to be in successful operation in *some* cases. The main thing, however, is that our Academy scholars read something—and read every day.

M. H. B.

* Whose fault is it that we have none but expensive editions of the standard American histories? Macaulay and Hume are published in cheap popular editions, and are extensively read. When will Bancroft be accessible to the people?

SUCCESS.

Success, in any enterprise, is not the result of chance, neither is it the offspring of fortuitous circumstances; but depends wholly upon well matured plans, careful adjustment of suitable means to compass the end proposed, together with patient, persevering effort.

The noble deeds which men do, the great names which they acquire, and their real success, in everything which they undertake, always have great purposes for their antecedents. No man ever becomes great—great as a statesman, orator, soldier or scholar—great in any department of human knowledge, who has not the ability of clearly conceiving, carefully investigating, wisely planning and adapting all the details which may have any bearing upon the subject he proposes to accomplish: and above all, success, in any enterprise which gives charac-

ter and fame to a man, depends largely upon a determined will in the execution. That young man who sits waiting for the wheel of fortune to make *the revolution* which he fondly hopes *will make him*, is doomed to a sad disappointment. He never *will be made*, and he never will *make himself* until he clearly perceives the means necessary to be used and intelligently determines that he *will succeed*.

Failures in all undertakings, as might reasonably be expected, are consequent upon recklessly proceeding without well matured plans, definite purposes and a determined, energetic will. Multitudes of men, who labor hard enough to insure success, wholly fail for the very reason that success is an impossible result to their *modus operandi*. Either their purposes are not well defined, their means inadequate, their plans impracticable or they fail to push their efforts far enough to reach any legitimate conclusion in regard to the possibility of success. How many such men can be found in almost every community, whose whole lives are thus spent for naught—literally for naught—and yet they are among the busiest, most hurried and indefatigable in their efforts to succeed. Such men are not generally deficient in energy, but it is sadly misdirected or otherwise wasted. Zeal they have, but it is not according to knowledge.

We come to the conclusion, therefore, that no man can reasonably hope to succeed in any department of human effort, unless he proposes some definite purpose and has an intelligent understanding of the manner in which and the means by which he may arrive at the most desirable results. He must also possess an iron will which knows no defeat, but gallantly plunging into the thickest of the contest, bears onward the banner of success until complete victory crowns his effort. Thus Napoleon became a great general. The splendid train of victories which marked his wonderful career was consequent upon great purposes, a clear comprehension of facts and circum-

stances, and a powerfully energetic will. Thus Demosthenes became the prince of orators. It is more than probable that the Athenian ears would never have listened to the stirring strains of his matchless eloquence, had not his early settled purpose to become an orator enabled him to persevere until he had fully overcome or was able to control the almost insuperable natural defects of his vocal organs. Thus, too, Luther became the great reformer. The mighty energies of his undaunted mind were aroused against the prevailing errors of the church. Constrained by the love of truth, he hurled his anathemas with all the force of invincible strength against the serried ranks of opposing multitudes, dividing and scattering the enemies of the true militant church, and waved his victorious banner over the legions of his vanquished foes, in the days that crowned his well nigh doomed head with fadeless laurels. But one of the most striking examples of success in modern times is Fulton. Clearly conceiving that steam, as a mighty agent, could be applied to navigation, he set himself to work in order to demonstrate the fact. For months and years he persevered in his labors, amidst the jeers and scorn of multitudes, until his complete success put to shame all his opposers and made his name and fame immortal.

Teachers, you have chosen a profession in which you may place the seal of your own intellectual and moral power upon the world, so that the voice of ages shall echo your name. As you have but a single probation on earth, make it your definite purpose to write your names, "by deeds of kindness, love and mercy," on the hearts of your pupils, who will rise up to call you blessed, when your tongues have become silent and your hearts pulseless forever. Be it your noble task to arouse the slumbering genius and moral worth which lie buried on all our hills and mountains and in all our vallies. Fully develop the outcropping treasures of priceless thought, of noble feelings, of pure and generous aspirations, which

will exist forever unknown—which, without your efforts, will never be called forth to adorn human nature, to bless and save the world.

“ Perhaps on these sequestered hills, reside
Some hearts now pregnant with celestial fire ;
Hands that the helm of government may guide,
Or wake to ecstasy the sacred Lyre.”

Onward, then, Teacher, in thy heaven appointed mission. Raise thy standard and nerve thyself for the most brilliant successes on life's arena. If God has given thee intellectual and moral power, invest it all in the cause of truth and duty, and great shall be thy reward.

HOME COTTAGE, *Walnut street.*

SUGGESTIONS TO TEACHERS. NO. I.

To those who have just entered upon the important duties of teachers, a few suggestions from one who has had many years experience in teaching, would, it is believed, prove acceptable, and it is in this spirit and with this object in view, that the few following suggestions are penned. The writer well remembers his first day's experience as a teacher, and the anxious hours which preceded and followed it, as he endeavored to solve the problem whether he could either teach or govern a school, and deeply grateful would he have been could he have received a few friendly hints from some experienced teacher, who had proved their intrinsic value in his own practice. It is true that no remark can be made and no rule given which would apply in *all* cases, yet a correct knowledge of human nature will enable the teacher to decide when to apply them. The first thing which a teacher should do is *to study carefully the character and disposition of every pupil under his charge*, and this for several reasons. First, a knowledge of the pupil's leading traits of character will enable the teacher, by adapting

himself to each individual case, to teach better. Secondly, it will enable him to govern better. I do not mean by this that a teacher should humor every whim or caprice of his pupils,—far from it. But he will find that while some may be guided and urged on in the right way by appealing to their sense of justice and right, it will be necessary to appeal to a sense of fear or shame in others, and it is always necessary to appeal to those motives which will stimulate them the most powerfully. This can only be done successfully when we become acquainted with their various dispositions.

2. The teacher should labor earnestly and by every possible means to win the confidence of each pupil. If you gain the confidence you gain the heart. This is the great element of success in teaching. Nothing can be done without it. But how shall this be done? I answer, in many ways which will suggest themselves to one earnestly desirous of gaining this important point. Let the teacher converse freely, cordially, kindly with his pupils; let him enter into their feelings; in a word, let him share their joys, their sorrows, their hopes and their fears; let him show a deep and sincere regard for his pupils, and he will be amply repaid by their confidence and their love. This may all be done without sacrificing for a moment that mild, calm dignity, which inspires confidence while it commands respect. But let no one suppose that dignity consists in a cold and studied reserve, or a stern and austere manner. *Such* a manner is repulsive and would soon crush out every warm, genial, gushing feeling of youth, and here is just where so many teachers fail. False notions of dignity, false notions of duty, often lead to wrong conclusions and a wrong course of management. If the teacher is not *very* careful, he may mistake a natural timidity and reserve for a sullen and willful disposition, and how much patience, how much careful study of the elements of character is needed! But this "patient continuance in well doing" will generally win the heart.

There are, however, some children who will construe this kindness and forbearance on the part of the teacher, into a fear of *them*, and others who will take to themselves important airs on the same grounds. Here all the wisdom and firmness a teacher can command, will be needed to secure due subordination, and this is especially true of boys in schools taught by lady teachers. There seems to be an inherent dislike on the part of boys at school, of female government, which often renders the task of the teacher, and especially one *inexperienced*, extremely difficult. This fact presents one of the strongest reasons why every parent should take interest enough in the school to know that his children, at least, are orderly and obedient. Few females are possessed of sufficient physical strength to compel a sturdy lad of twelve or fourteen years, to obey, by mere physical force, provided he sets up his will in opposition to hers. The boy *knows* this, and the *teacher* knows it too, and thus, by gradually gaining one point after another, he virtually becomes master. When one pupil thus gets "the upper hand," to use a homely phrase, all subordination ceases. When such a state of things exists, one of two things must be done. The pupil must be made to feel the strong arm of parental or executive authority, or the teacher must quit the school. C. A. C.

A boarding-house keeper advertises,—“Board for two gentlemen with gas.”

The leading principle in the art of teaching, is to give the learner confidence in his own powers.

“That is the best timber of the forest which has the most knots. Being hard to grow, it is hard to wear out.”

A steamboat captain advertising for an excursion, says,—“Tickets 25 cents ; children half price to be had at the landing.”

A PRIMARY LESSON IN NATURAL HISTORY.

The term Natural History covers so vast a region, and embraces so wide a variety of details, that the mere mention of the subject in connection with the primary school might at first thought seem preposterous to those teachers to whom the idea suggests only so many more pages of a new and perhaps difficult text-book, to be transferred to the memories of the first class before promotion.

But before we take alarm, let us consider that the business of the primary school is only to *start* the pupils upon the initiatory steps in the path of learning; that a mere *beginning* is made in the primary school; that natural history, vast as its range is, is no more difficult than any other study, and that it is practicable to teach it without a text-book.

On some sultry summer afternoon, the new teacher in a country primary school finds her work lagging wearily. The dull scholars are sleepy, the bright ones mischievous. The first class are reading a lesson which has grown stale from frequent repetition; Frank Heedless, at one end of the class, rattles off his paragraph so that words and syllables run confusedly together, while John Slow, at the other end, who can see no difference between "*of*" and "*for*," and has been told for the fortieth time to pronounce the *g* in "*ing*," drawls and blunders more stupidly than ever. The lesson ends and the class is seated; the teacher strikes the little bell which calls the school to attention, and, taking a leaf from a bouquet upon her table, she holds it up before the school. There are several smooth, circular holes cut in it.

"Can any one tell me how this leaf was cut in this way?" asks the teacher. Several hands are raised.

"A worm cut it," says one. "A caterpillar," says another. "A wasp," says another; the whole school is alert. Even Augustus Lumpkins, who usually sits staring into vacancy, closes his mouth, which he only does on taking in a new idea, and actually looks interested. A timid, reserved boy, who seems to have something to say, is encouraged to speak.

"I think a wild bee cut it," says he.

"Why so?" inquires the teacher.

"Because I read once in a book that they cut leaves in that way to line their nests, and since then I have watched them, and seen them do it." This leads to further questions, information is given, other children are encouraged to tell what they know of the curious habits and different modes of building nests which obtain among bees, wasps, and hornets, and the teacher finds that some of her pupils have made greater proficiency in hunting wasps' nests than in hunting adjectives and prepositions.

Ten minutes pass quickly in this lesson on natural history, and then the usual studies are resumed; yet in that ten minutes information is gained, a new interest in the works of nature is excited, while the kindest feelings are awakened between teacher and pupils. The efficacy of such an object lesson, in waking up mind, can not be too highly estimated. To many, to most children, the studies of the school-room seem an abstract thing, which has little to do with the warm, living, out-door world. The accumulation of knowledge seems to them, if they think of it with a view to anything beyond mere recitation, as belonging to some remote future, when they shall be grown up, if, as is the case in too many of our school-rooms, the study of the text books takes the place of the study of *subjects*. Lessons on either of the three great branches of natural history, whether gathered from a wayside pebble, a meadow flower, or the oriole's nest in the nearest elm, will rouse and quicken thought and feeling, and prepare the way for the text-books which the

higher schools have in store to be welcomed with eager hands. In almost any school, five or ten minutes a day might be secured for such a lesson, and if it could be obtained in no other way, the time might be taken from the arithmetic lesson for it. Arithmetic is particularly specified, because we think too much is exacted of our primary school children in that branch; with most of them it is learned as a task, especially by those who have no talent or gift for acquiring a knowledge of it, and if less time were spent upon that branch in the primary school, a little further along in the school-course it would be learned with greater facility; meanwhile heart and brain might be more judiciously cultivated by the study of the natural sciences, with or without a text-book, and the dulllest be interested and profited. Though Augustus Lumpkins cannot see why, if one man standing on a hill can see twenty miles, four men standing on the same hill should not see eighty miles, yet he will see and understand, if it is once pointed out to him, why the beneficent Hand has arrayed the polar bear in thick fur, while the elephant and camel wear no such cumbrous covering, and why the bear is armed with sharp and powerful claws, while the camel walks the desert with spongy, spreading foot; and though he may not remember that a third is more than a fourth, yet he will remember that the arctic fox turns white in winter, for his dull eye glistens when he is told of that.

Let no one object to this mode of beginning the study of natural history, that the learning so obtained will be "only a smattering." Surely "a smattering" is better than no knowledge, and what do the wisest of mankind know but as a "drop in the bucket" compared with the well of truth. When one comes to the attainments of a Humboldt or an Agassiz, he looks very modestly on all human achievements in the paths of science, yet values the smallest acquisition.

That it is not only desirable but necessary to commence

the study of natural history in the primary school if we would have the children benefited by it, is apparent, because so large a proportion of the children leave school without going through the high-school course, often even without entering upon it. If then they are to know anything of a science which shall add to their culture, taste and refinement, and thus largely to their happiness, they should be permitted to commence drinking at this fountain low down in the primary school. The actual amount of information gained may be great or small, it matters little, if only the thirst for knowledge is awakened. To awaken and perpetuate such a thirst, the teacher must feel the craving for knowledge too; she must be a perpetual sympathizer in the search after it, or her labor will be in vain.

Beyond this, however, and of greater moment to both teacher and pupil, is the moral effect of the study of the works of Nature. First of all, cruelty is disarmed; its experiments are forestalled, if love goes hand in hand with curiosity in her search after knowledge. The wild, rude boy who tore off the beautiful green wings of the beetle, would hardly have done so had he known that the faithful little fellow was performing his daily duty of scavenger; neither would he have stoned the greedy robin which ate a dozen of his cherries for his breakfast, had he known that the redbreasted intruder destroyed more noxious insects than cherries. Then love and veneration are cultivated, where the eye is trained to look for beauty and detect hidden uses. All honor and gratitude to Ruskin, who has opened our eyes to see beauty where we knew not of her haunts, and has invested all nature with a charm, from the rough crag that lifts its head against the sky, to the gray lichen which adorns it with its exquisite tapestry. To teach natural history *well* in the school-room, is to teach religion. You may make the little class learn Scripture texts and repeat pious maxims; they may be told daily that it is their duty to love and fear God;—all *that* is well; perhaps they will heed it. But if you teach them that the

hand that created the ocean that thunders on the beach stooped to tint with pink the lip of its tiniest shells,—that His majestic power who lifted Chimborazo and lighted the fires of Cotapaxi, lingered to draw the lines of beauty on a lily's bell and lay with the skill of only an infinite Artist the tints upon a butterfly's wing; yet that even *He* guides the thread of their daily destiny, and listens to their evening prayer, they will not fail to reverence His majesty and power, the while they look up with childlike confidence to the Father above, before whose face their angels do always minister.—*Home Monthly*.

"SIC ITUR AD ASTRA."

WRITTEN AND READ AT GLENWOOD EXAMINATION, JULY 16,

BY MARY B. PHILLIPS.

'Tis known by all dealers in mystical lore
That "coming events cast their shadows before."
No matter how faint the said shadows may be,
There always are people who are able to see
As well as interpret their meaning, and tell
If they bode to poor mortals things evil or well!
Even now as in time of the woman of Endor,
Lives many a future-foretelling pretender:
And in various ways these great feats are performed
By which the impregnable morrow is stormed!
By our Puritan Fathers the art was put down,
As witness the doings in old Salem-town
When all once suspected to ever have halted,
Were after the fashion of Haman exalted!
Those were stirring times, sure, when ill-boding black cats
Left their proper profession, the chasing of rats!
And fearful old beldames their charms would prepare
And pursue on a broomstick their course through the air.
When magic, and witches and ghosts might be found,
Playing curious pranks on unfrequented ground,
And scenes seldom viewed by terrestrial ken
Were enacted afar from the haunts of men:
Yet none the less stirring are these times of ours,
In which with some *less* than miraculous powers,
The wisdom and cunning of man will foreshow,

All it ever can really concern him to know !
 From mysterious rappings and knockings ensue
 Disclosures most strange for the whole world to view !
 And the efforts of writers and the "corps editorial,"
 Of what *can be done* are a startling memorial !
 In the light of these facts, it is readily seen
 That Present and Future, have no veil between !
 And in order to find out whatever you choose
 Be sure that the *right* means are those which you use !

The close of a pleasant June day, in my room,
 Thickly shrouded all things in a gathering gloom,
 I was sitting alone, wrapped in deep meditation,
 On subjects connected with "our graduation."
 I thought how the "Seniors," the learned "twenty-four,"
 Soon would take their departure to meet here no more.
 And a wish, soon as formed, loud utterance took,
 That at coming events I might have a look !
 I thought that the sentence had scarcely been spoken,
 When into my presence without sign or token,
 A strange figure came : it did not molest me,
 But in accents though grave yet most gentle addressed me,
 "Mortal Maiden," it said, "The gods hear your request,
 And in seeking you now, I obey their behest,
 I come to conduct you to Olympus' gate,
 And there shall be shown you the Mirror of Fate."
 The very first shock of surprise being o'er,
 My senses returned clear and calm as before !
 Since the brave days of Dante, such offer of aid
 Had never to man or to woman been made !
 And sure at this time 'tis of moment to man,
 That one should find out all one easily can !
 For an instant I paused, full of fear lest the "powers"
 Should forbid my departing within "study hours ;"
 But temptation was strong, curiosity stronger,
 And I made up my mind not to hesitate longer !
 I followed my guide without farther ado,
 Resolved not to lose this remarkable view !
 A queer looking carriage awaited outside :
 (Not the Glenwood coach quite) we were off for our ride !
 Straight up in the air, our fleet steeds pressed on ;
 Soon earth seemed a speck, and anon it was gone.
 The man in the moon looked out as we passed
 With a nod and a smile as we flew by so fast !
 My guide grew loquacious while showing me where
 Arcturus was brushing out Berenice's hair !
 Would have whistled for Sirius, but said he had gone

With Orion to hunt down Taurus at dawn !
 The passage by Perseus compelled me to turn
 Lest the head of Medusa should change me to stone !
 When, feeling the need of something to eat,
 At the sign of the dipper they gave us bear's meat !
 On the milky way crossing a stray comet came,
 And our carriage was very near catching the flame !
 In the eyes of the horses a meteor flashed,
 And to pieces we merely escaped being dashed !
 Just once the fierce steeds broke away from control,
 And liked to have thrown us against the North Pole !
 Nothing farther took place to delay or disturb,
 And soon at the palace my guide drew the curb.
 A welcome most warm at the portal awaited,
 (We found by the clock we were somewhat belated.)
 Great Jupiter graciously deigned me a bow,
 But begged I'd excuse his attendance just now,
 As his cherished *American Eagle* was sick,
 And couldn't be saved unless seen to right quick !
 For his wings were quite drooping, not able to spread,
 As once, from St. Lawrence to Mexico's bed !
 But he thought that perhaps a few thunderbolts more,
 Administered soon, might their old strength restore !
 He said he knew well who had made all the fuss,
 Involving affairs in this terrible muss,
 And 'twas truly absurd that those rebels should think
 At their miserable plans for a moment he'd wink !
 But he'd made up his mind that whatever befel,
 Or whatever England or Russell might tell,
 If folks didn't mind their own business quick,
 He should follow them up with a very sharp stick !
 He said by and by it would give him great pleasure
 To talk with me farther, when he was at leisure,
 And commanded attendants to show me about,
 That I might view the palace within and without.
 Then Clio came forward, the first of the band ;
 I saw that she bore " Wilson's Outlines " in hand !
 Melpomene after, with daggers and swords,
 Came stalking along, spouting tragical words !
 Urania, Thalia, Erato also,
 Came forward to guide where I might wish to go.
 A fast looking youth in a stove-pipe hat,
 I knew to be Bacchus—no question of that !
 He was looking uncommonly jaded just now,
 Having lately returned from a Senate-House row !
 Hearing words quite familiar, I turned me to look,
 Saw the goddess Minerva intent on a book !
 It was Butler's Analogy, which, in spite of wry faces,

She was expounding to Juno and all the three Graces !
 Just then a great fuss in Olympus was raised,
 And Jupiter thundered till I was half crazed.
 The cause of his anger, I learned when 'twas cool,
 Was flagrant infringement of the 14th rule !
 For Venus, 'twas found, had, in spite of her betters,
 Been actually caught sending contraband letters.
 Great hammering and pounding my notice attracted,
 With laughing and talking, as one half distracted !
 I hastened my steps, and right soon I arrived
 Where Vulcan was forging, with Mars by his side
 Directing his labors, inspecting, approving
 And arranging his goods for a speedy removing.
 His sister Bellona, delighted, was gazing,
 The new rifled cannon especially praising !
 He said 'twas so long since he'd had much to do,
 That really, the business to him was quite new !
 Soon Mercury came in, and he said that a fight
 Was to take place near Richmond on that very night.
 Mars made preparations direct for a start,
 And soon from Olympus I saw him depart.
 Then Mercury was sent down to see if by chance
 A new revolution had happened in France !
 At last, feeling weary of roving about,
 And thinking 'twas time to return, without doubt,
 I uttered my wish that I need not more wait,
 But that now should be shown me the "Mirror of Fate !"

Apollo advanced with encouraging smile,
 Said 'twould give him great pleasure to serve me a while,
 And, leading the way, he conducted me where
 The mirror was hanging suspended in air.
 From off the bright plate the thick curtain he pushed ;
 Before my rapt vision strange images rushed.
 As I looked in its depths, first there stared in my face
 Thick clouds of white muslin, of ribbon and lace,
 And still as I gazed, there appeared through a vapor,
 Pressed flowers, pens, crayons, and reams of white paper !
 Soon faces and forms 'gan to come on the scene,
 I saw more distinctly what such things could mean.
 In apartments disordered, the "Seniors" appeared—
 For their safety and reason I earnestly feared.
 In "fine frenzy rolling" their eyes once so mild,
 Their fingers ink-covered, their aspect most wild !
 Many faces familiar were shown to my sight,
 Some lightsome and joyous, some dark as the night !
 Scenes filled with excitement passed by in review ;
 There were smiling and laughter, and tears not a few !

At length, the dense vapor shut down like a pall,
 Then rising, disclosed the Gymnasium Hall;
 The surroundings, attendants, and great preparation,
 Suggested the whole—it was examination!
 There were numberless faces, expectant and bright,
 Some anxious and doubtful, in sorrowful plight.
 Three "Solons" in wisdom, in front rank were seen,
 Most stately their presence, most awful their mien!
 Their looks, like the Gorgons, had fearful effect
 On those who their questions had cause to expect!
 Then class after class came like lambs to the slaughter,
 "Know-nothings" received neither mercy nor quarter!
 There in the "grand presence" the History "ten"
 Stood fluently talking of "times and of men."
 And anon at the blackboards, chalk, angles and lines,
 Were mixed up with tangents, cosecants and sines;
 But while I yet gazed in unbounded surprise,
 Eight learned young damsels attracted my eyes.
 I knew by their visages, solemn and grave,
 Which seemed the severest of questions to crave,
 That those who the ordeal *now* were to pass,
 Of a surety must be the "Analogy" class!
 I saw they stood boldly and Butler expounded,
 In sentences clear, and with periods rounded.
 The "Solons" then grimly began the assault,
 With queries and doubtings to put them to fault;
 The shock was terrific, for "Greek had met Greek!"
 Such wisdom before, woman never did speak.
 The "Solons" were vanquished, for such was their fate,
 Overcome by the skill of the marvelous eight!
 A scene most amazing came into view now,
 It wasn't a war-dance, or Indian pow-wow;
 But with postures most graceful and movements fantastic,
 The ladies were seen in performance gymnastic!
 A change came; 'twas night; a vast audience upon,
Many lamps and *fair maidens* most brilliantly shone.
 I will not detail what I then saw to you,
 As this evening reveals very much the same view.
 Once more the scene changes, and grouping around,
 Twenty-four white-robed damsels their teacher surround.
 To each is a parchment—the silence is broken
 By last words of counsel, and farewells are spoken.

The vapor here fell, and the mirror was mute,
 I turned me about with respectful salute;
 I said, "In this mirror I'd like much to see
 The fate of *Jeff Davis* revealed unto me!"
 Unfortunate words, for which dearly I paid:

To obey my commands the poor mirror assayed;
 And quicker than one could say "Robinson Jack,"
 O'er the whole of its surface extended a crack!
 Ah! then, to what tumult Olympus was changed,
 Apollo was speechless and almost deranged!
 The Muses ran screaming and tearing their hair,
 And Juno indignantly growled like a bear;
 Minerva made haste to take care of her owl,
 While Jupiter gazed with a terrible scowl!
 I knew that their actions could no good presage,
 And feared to remain and encounter their rage,
 Not stopping to utter a single word more,
 Escaping their presence from out the back door,
 And hailing a comet that was just passing nigh,
 I bade to Olympus a hasty "good-bye!"

SCHOOL HOUSES.

NO. V. THEIR FURNISHING.

A few items in the furnishing of school houses having been heretofore noticed, we may now proceed to others.

The articles of school-room furniture brought into view in paper No. IV, under the head of *intellectual aids*, were the following: (1) charts of the phonetic elements of the English language, to facilitate the formation of good habits in articulation, (2) the black-board for arithmetical demonstrations and other similar uses, and (3) a series of figures representative of geometrical forms. There are, however, *other* means of an intellectual kind, besides those already mentioned, which may be made of great service to the pupil, under the guidance of a discreet and judicious teacher.

First of all, amongst these additional helps, it may be well to mention *topographical representations*. This expression is intended to embrace all those drawings and charts which are adapted to give a clear impression of localities, of the geographical distribution of natural productions, and of the various improvements made by man,

on the face of the earth. Such representations, as helping to a knowledge of places, are constantly coming to be estimated more nearly according to their real value, whilst the largest, the most minute and accurate have been, during the past year, in demand amongst all classes, as never before. Maps, outline and full, are of great importance in a school-room. These, so arranged as to be readily seen by the pupil, are an invaluable aid in the study of geography. When hung upon the walls, they become not only an adornment to the room devoted to study and recitation, but also a means to constant improvement. So placed as thus to address the eye, they are continually, as by an unconscious process, instructing a whole school. Again, globes, celestial and terrestrial, as intended to subserve the same end, are of great moment, and will more than pay for themselves in a single session, if merely the time of the teacher be taken into account; much more, if that of the children be considered; and far more, if clearness of conception in the pupil, on a thousand points connected with the earth and the visible heavens, be esteemed as of any worth. A good instructor, with such means at his command, can accomplish, in a few weeks, what he would fail without them to effect in a year, thus husbanding a large amount of energy, or the wages of months, for other purposes.

Another and a kindred help, perhaps fully as necessary as the preceding, may be found in *chronological charts*. Less use has been ordinarily made of facilities of this kind than they deserve, though every twelve-month of their employment bears more ample witness to their utility and value. People generally recognize the importance of a knowledge of localities, and this has probably never been more the case, than since the commencement of the war now raging in the midst of a once united and happy nation. But it is often no less requisite to know *when*, than *where*, an event occurred. Each needs to be as well able to refer occurrences to definite periods, in the last five or

six thousand years, as places to a given geographical district, on the face of the globe. Now a knowledge of this kind, which is always desirable, and sometimes of almost incalculable advantage, may be very readily gained by the pupil, under the tuition of any competent teacher. In order to this, a few simple and cheap chronological tables will be of great service. At the outset, in giving such instruction, the civil history of the race may be divided, as usual, into two great cycles, ancient and modern; and the child, becoming conversant with these divisions, may be brought by familiar exercises to assign many prominent events to their respective eras. Afterwards let the ancient and the modern be again divided, and each portion subdivided, in a judicious manner, care being taken that each dividing epoch be marked by an event, as nearly as possible, of world-wide significance. These subdivisions of the two main eras should be few, not ordinarily exceeding ten, universal history being thus embraced in fifteen or twenty comprehensive periods. For most practical purposes these divisions will be abundantly minute, and with them the pupil should become, and by frequent repetition he may be readily made, as thoroughly familiar as with his alphabet. These great time-marks having been in this way mastered, a few moments may be daily devoted to an exercise in chronology, with marked advantage. It will then be a pleasant pastime for a whole school to learn to refer particular events and transactions of history to their appropriate eras, or if one would be more specific, to the first, the middle, or the last portion of each era, as the case may be. The teacher may from day to day propose one or two new points, which most pupils will look up with interest on the charts arranged around the school-room, and thus soon find themselves deeply enlisted in getting ready for each succeeding exercise. Previous questions being often reviewed, until they can be answered with facility, while fresh particulars are introduced just fast enough to sharp-

en the already waking curiosity, there may be gained, almost in the way of recreation, and with a very slight expenditure of time, a more accurate, extensive, and valuable acquaintance with chronology, than is now possessed by one in a thousand of our citizens.

One other help, in this connection, demands a passing word. Reference is made to the means necessary to the successful pursuit of *grammatical studies*. We should not forget that aids of this kind are required by the young, and that the assistance here afforded comes in play, and subserves an important purpose, in every other department of knowledge. For the sake of convenience, these studies are now spoken of in a comprehensive sense, and are intended to include all those branches, which have to do with the form and derivation of words, as well as with their signification and proper construction in discourse. As thus looked at, grammatical investigations not only lead the pupil to a thorough understanding of what he reads, but also qualify him to compose accurately himself. Of course, this end can not be readily reached, without the use of appropriate helps. These, therefore, should be open to the whole school, or, at least, to all those pupils who stand in need of them, that, by the judicious employment of the means furnished, the study of language may be carried on profitably and with success.

Such, without entering more into detail, are some of the varieties of furnishing required by our common school-houses, in order that the ordinary intellectual wants of our children may be properly met. It is here particularly suggested that each school-room should be furnished with a few *works of reference* of a general nature, suited to give the information most needed by beginners, in respect not only to pronunciation, but also to points in geography, biography, and history, as well as the proper import and use of words. Without adverting to the importance, to each citizen and to the state, of the establishment of town libraries, and especial-

ly of a common-school library in each district, which would be of great good to the whole community, none can fail to see the desirableness of a few standard works in every school-room, which shall be accessible to all. We are rarely apt to over-estimate the many benefits likely to accrue to the young, who have constant opportunity to consult reliable books of reference; such, for instance, to mention no others, as the invaluable dictionaries of Dr. Worcester, or, if one prefer, the quarto of Dr. Webster. In this way, much valuable information is often acquired at the time, in regard not only to language, but to every topic which comes before the mind; and with this, and more important, a habit of accuracy is gradually formed, which is of inestimable benefit, and of life-long value. P.

Errata in No. IV; p. 156, 2d line, for *derived* read *derivable*; 3d line, for *combined*, read *continued*; 4th line, before *many*, insert *the*.

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EDITORIAL DEPARTMENT.

THE CHANGE.—Our Associate, Mr. Leavenworth, who has been connected with the Vermont School Journal from the beginning, has gone to the war. He had promised to prepare a Valedictory Editorial for this number, but found himself unable to do so, in the bustle of camp life. The circumstances make it necessary that his *financial* and *editorial* relations to the Journal should now cease. We retain his name among our contributors and hope to hear from him often. Our relations to Mr. Leavenworth have been the most amicable and pleasant, and we regret, most sincerely, the necessity which calls him from his chosen field of labor. His noble qualities as a man, his earnest enthusiasm and self-sacrifice in the cause of education in Vermont, have endeared him to the fra-

tenity, and his name will ever be associated with the School Journal as one of its founders and among its warmest friends. We honor our associate and friend, in view of what he has done in our noble cause, and shall follow him with our sympathies and prayers in his self-sacrificing work of patriotism, while we toil on in the same service at home.

"IT MUST BE SUSTAINED!"—So says one of our correspondents in speaking of the Vermont School Journal. Another sends in a list of new subscribers, with the remark, "It should be supported, and its failure would be a sure indication of indifference on the part of those who should be interested in our Common Schools." Still another friend, in a private letter, expresses himself on this point as follows:—"You say 'If 1000 copies can be taken and paid for at 50 cts. each, the Journal would be sure to live for half a century.' Shame and confusion on a State with nearly 3000 school districts, nearly 5000 different teachers employed each year, and nearly 9000 scholars, that cannot furnish 1000 subscribers, at a total cost of \$500, to a School Journal!" There is evidently a growing interest in this part of our enterprise, and a very general conviction among the friends of education, that the *Journal* should be placed upon a permanent basis. To this end, it has been suggested that our contributors hold a meeting at Windsor, early during the State meeting in August, to mature some plan for co-operation. We hope that this will be done, and that all will be present. All that is necessary to accomplish the object, may be done at that meeting. We bespeak a full attendance at Windsor, from all parts of the State. Let Vermont rally with as much earnestness to support our schools; which are the hope of our free institutions, as to fight for our freedom in the field.

We call attention to the notice of the next annual meeting of the "American Institute of Instruction" on page 201. We regret another collision with our own State

meeting; hope Vermont will be represented in that National Convention.

OUR ACADEMIES.

BRATTLEBORO ACADEMY (at West Brattleboro,) will be reopened for day-scholars, Sept. 4, 1862, and placed under efficient instruction and management.

ORANGE CO. GRAMMAR SCHOOL, Randolph, Vt. **E. CONANT, A. M.**, Principal. Mr. Conant is one of our most earnest and efficient professional teachers. The character of his school is well indicated by the following extract from a late report of the Committee of Examination:—

“The teachers seem to have borne in mind the importance not only of thoroughness in instruction especially in the elementary principles, but also the necessity of strict discipline in securing the greatest good to the school.

“The classes all passed a very creditable examination and there are some which in the opinion of your committee are deserving especial praise. Among these we would mention the classes in *Cæsar*, *Cicero*, *Xenophon*, *Moral Philosophy*, *Physical Geography*, and *Object Drawing*. The last seems to be a new feature in our system of education, and its importance we think cannot be overestimated. The Principal is deserving much credit for having introduced into his school a practice which must prove so great a benefit to his pupils in *Drawing*. Reading also has been made a subject of attention, and the performance of the class was highly satisfactory.”

Fall term begins Sept. 4, 1862.

ST. JOHNSBURY ACADEMY. **J. K. COLBY, A. M.**, Principal.—We learn that this school has been well sustained during the past year, notwithstanding the “hard times.” The name of its Principal who has been so long and so favorably known in the State, is a sufficient recommendation to all who are seeking the advantages of a first class school.

BURR AND BURTON SEMINARY, at Manchester, **Rev. J. D. WICKHAM** Principal, is one of the best English and classical schools in the state. The “Summary” in the Catalogue gives an aggregate attendance of 138 in the male and female departments.

COVENTRY ACADEMY, Mr. H. R. FOSTER Principal, with five associate and assistant teachers. The Catalogue gives an attendance of 109 pupils during the year.

BRATTLEBORO HIGH SCHOOL is now in good hands, and with suitable co-operation will soon become a model school. Mr. and Mrs. Howard are *live* teachers.

GREEN MOUNTAIN INSTITUTE has created a new department somewhat of a novel character. "In addition to the usual branches of education taught in this school, it is *proposed* to open a new department for qualifying persons to become *competent* nurses for the sick, and of the "Nursery Department" generally; comprised in a series of Lectures, denominated, First, Second and Third courses." For further particulars address I. BUCKMAN, Esq., So. Woodstock.

VERMONT TEACHERS' ASSOCIATION.—The Twelfth Annual Meeting will be held at Windsor, commencing Tuesday afternoon, August 19th, 1862.

Order of Exercises.—*Tuesday.* Afternoon—At 2 1-2 o'clock, organization, appointment of committees, miscellaneous business. Address by Rev. Wm. Sewall of Lunenburg. Subject: *Moral Culture in Common Schools.* Evening—Social Gathering.

Wednesday. Morning—Address by C. O. Thompson, A. M. of Peacham. Subject: *The Logical Method of Fractions*; to be followed by Wm. R. Shipman, A. M. of South Woodstock, M. F. Varney of N. Troy, and others. School Journal. Afternoon—Discussion. *Geography, Subject Matter and methods of Teaching*; to be opened by Rev. Mr. Hodge of West Braintree, followed by E. Conant of Randolph, C. A. Castle of Burlington, and others. Address by Rev. O. E. Ferrin of Hinesburg. Subject: *The Relation of Classical Studies to the Common School.* Discussion of Address. Evening—Address by J. B. Thomson, LL. D. of New York.

Thursday. Morning—Discussion: *Reading*; to be opened by B. F. Bingham of West Rutland, followed by Rev. O. D. Allis of Randolph, and others. Address by S. B. Colby, Esq. of Montpelier. Afternoon—Address by Hon. A. P. Hunton of Bethel. Subject: *The importance of the study of the Constitutions of the United States and of our own State in our Common Schools.* Discussion of Address. Evening—Address by Rev. Roger S. Howard of Rutland. Subject—*The Two Ways.*

Friday. Morning—Business. Valedictory Addresses.

All teachers, town superintendents and friends of education are invited to be present and to participate in the discussions of the

meeting. The principal railroads in the State have consented to convey passengers to attend the meeting for fare one way. Passengers over the Rutland and Burlington railroad should apply to the conductors for return tickets. For the Vt. Central and for the Vt. Valley railroads, return tickets will be furnished by the Secretary of the Association.

The hospitalities of Windsor will be extended to those attending the meetings of the Association. That this may be done more conveniently, persons intending to be present are requested to send their names early to Mr. Judah Dana.

Per order of Executive Committee.

July 21st, 1862.

AMERICAN INSTITUTE OF INSTRUCTION—1862.—The Thirty-third Annual Meeting of the American Institute of Instruction will be held in Hartford, Ct., at the State House, on the 20th, 21st and 22d days of August. The Board of Directors will meet at the Allyn House on the 21st, at 11 o'clock, A. M. The public exercises will be as follows:—

Wednesday, Aug. 20th.—At 2 1-2 o'clock, P. M. the meeting will be organized for the transaction of business. The usual addresses of welcome having been made the President will deliver his Annual Address; after which the following subject will be discussed: *Methods of Teaching Geography.* At 8 o'clock, P. M., a Lecture by Samuel Eliot, President Trinity College, Hartford, Ct.

Thursday, Aug. 21st.—At 9 o'clock, A. M., a Discussion. Subject: *How can the Study of English Grammar, and of the English Language, be made more efficient and beneficial?* At 11 o'clock, A. M., a Lecture by Joshua Kendall, Esq., Principal of Rhode Island Normal School, Bristol. At 2 1-2 o'clock, P. M., a Lecture by Wm. H. Russell, Esq., Principal of Military Institute, New Haven, Ct. At 3 1-2 o'clock, P. M., a Discussion. Subject: *Ought Military Instruction to be generally introduced into our Schools?* At 8 o'clock, P. M., a Lecture by Hon. Joseph White, Secretary of Massachusetts Board of Education.

Friday, Aug. 22d.—At 9 o'clock, A. M., a discussion. Subject: *Methods of Instruction best adapted to develop in Pupils the power of Communicating Knowledge.* At 11 o'clock, A. M., a Lecture by L. Hall Grandgent, Esq., of the Mayhew School, Boston. At 2 1-2 o'clock, P. M., a Lecture by Hon. D. N. Camp, Superintendent of Public Instruction of Connecticut. At 8 o'clock, P. M., a Lecture by Hon. Wm. D. Swan of Boston, Mass., to be followed by brief Addresses from Representatives of several States.

A. P. STONE, *President*

WM. E. SHELDON, *Rec. Sec'y.*

OUR BOOK TABLE.

SKETCHES OF THE RISE, PROGRESS, AND DECLINE OF SECESSION; with a Narrative of Personal Adventures among the Rebels; by Parson W. G. Brownlow. Geo. W. Childs, Publisher, 628 and 630 Chestnut st., Philadelphia. Sent by mail on receipt of \$1.25. A book for the times, fully illustrated and attractive to the general reader. The following is a copy of an autograph by the author to the publisher:—

TO MY FRIENDS.—Having had numerous enquiries from my friends throughout the Union, in regard to my Book, I will state to all concerned, that my friend and Publisher, MR. CHILDS, of Philadelphia, allows me a very liberal copyright. I am interested in the circulation of the work, and I am benefited by every copy sold.

Whilst I am not offering a Book to the public, that is not worth what is asked for it—I need all that I can realize from the work, for the Rebels have possession of all my effects, save my wife and seven children.

New York, June 12, 1862.

W. G. BROWNLOW.

Our exchange periodicals come to our table as fresh and vigorous as though the civil war had never been!

The Atlantic Monthly for August, has a rich table of contents—The New Gymnastics; Mr. Axtell; My Daphnee; Concerning Disagreeable People; The Sam Adams Regiments in the Town of Boston; Life in the Open Air; To Mr. Lowell Putnam; The Horrors of San Domingo; My Lost Art; The War-Time; Amy Wentworth; Thoreau; A Summer Day.

The New Englander for July, has among its contributions able articles by Rev. I. N. Tarbox of Boston, Prof. Hadly of Yale College, Rev. Dr. Bacon of New Haven. This Quarterly is one of the best of its kind. Address Wm. L. Kingsley, New Haven, Ct.

The American Journal of Science and Art for July, is published and is full of attractions for the scholar, for whose use and benefit, present and future, the work is published. Address Silliman & Dana, New Haven, Ct.

Harpers' New Monthly for August, has its usual variety and fullness of illustration. Send for it. Harper & Brothers, N. Y., will furnish you with any number for 25 cents.

The Continental Monthly for July is out, and is as attractive as ever; *The Home Monthly* should find its way into every family. None can afford to be without *Godey's Ladies' Book*; *Peterson's Magazine* is also extensively read by the ladies; *Arthur's Home Magazine* is worthy of the extensive patronage it receives; *The Five Cent Monthly* is cheap and good enough for any who seek such reading.

The Independent is one of the largest and most widely circulated religious newspapers in our country. One of its attractions is a sermon in each number by Rev. Henry Ward Beecher.

VERMONT SCHOOL JOURNAL ADVERTISER.

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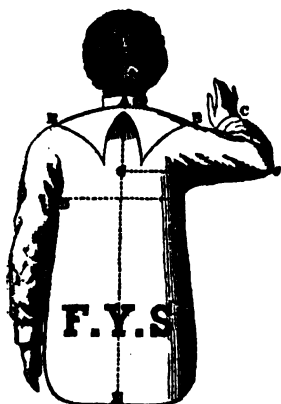
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Aug 62

THE VERMONT SCHOOL JOURNAL.

Vol. IV. SEPTEMBER, 1862. No. IX.

PROGRESSIVE FARMING AND PROGRESSIVE SCHOOLING.

Vermont is an agricultural state. A large proportion of the children that attend the public schools are children of farmers, progressive farmers, too, not content with plodding along in the same beaten track that generations before them have travelled, but science lends her aid, leading them upward in the march as tillers of the soil, and joyous art, too, comes tripping along with her handiwork in the shape of improved plows, hay and manure forks, grain cradles, mowing machines, and a thousand other implements of improvement. This we are all glad to see, but we would like to see the work of improvement going on as rapidly in systems of public schools, as in systems of agriculture. But how many people think our school privileges are good enough because they are as good as they were forty years ago! If farmers will throw away the manure fork and use, instead, the old clumsy shovel; if they will throw aside the cast iron plow, and fall back upon the old wooden one; throw away the grain cradle, and depend upon the sickle in harvest time; throw away the mowing machine, and throw away forty other improvements introduced within the last thirty or forty years, there would, at least, be some consistency in ridiculing all proposed improvements in our system of public schools, as fanatical and foolish. But farmers,

when you contend that you must have your cast iron plows, will you not give the school a globe by the use of which we can give the young scholar a better idea of geography in ten minutes than we can in ten hours without it? When you would scorn to use the hay fork that your father used before you, will you not give the school a dictionary and a few other books of reference? When you would laugh to see a family ride by to church in the lumber wagon that was good enough once, will you not provide a comfortable seat for your child at school? When you build a new barn, on an improved, modern plan, will you not pause a moment, and consider whether there may not be some chance for improvement in the old school-house? Perhaps a small outlay there would prevent the seeds of disease from being sown in the constitution of your child, thereby saving him from an early grave. When you arrange your flower beds along the highway to attract the attention of the passer-by, and plant the maple and the elm and the evergreen about your dwellings to beautify and render your homes more attractive, will you not bestow a passing glance and an earnest thought upon the old school-house, standing so near the highway, so unattractive, so poorly adapted to the wants of your children, with the cold northern blasts whistling through the crevices in the floors and ceilings in winter, without an ornament inside or out, not even a shade tree to protect the children in their sports from the scorching suns of summer. And will you not remember that, in a great measure, the future character of your child depends upon the interest or disgust cherished for the school-house and surroundings in early years?

The child is not educated more by the example and precept of the teacher than by the school-house and its surroundings. Every object upon which his childish eye rests, leaves its impress for good or for evil upon the heart in characters that can never be effaced.

I would not advocate in these times of heavy taxation a useless extravagance in this matter, but I trust it may not be said of us that by a niggardly penuriousness, we have checked the development of the immortal minds of the ninety thousand children of school age in Vermont. Let us rather make a generous provision for their educational wants, and, for this, we may rest assured that our names will be held in fond remembrance by succeeding generations, and gratitude will plant the rose upon the mound above our graves, and water it with tears, long years after our mission on earth is fulfilled. H. S. E.

BEFORE THE PHI BETA KAPPA SOCIETY,

BY DR. HOLMES.

In vain the common theme my tongue would shun,
 All tongues, all thoughts, all hearts can find but one.
 Our alcove, where the noisy world was dumb,
 Throb with dull drum beats, and the echoes come
 Laden with sounds of battle and wild cries
 That mingle their discordant symphonies.
 Old books from yonder shelves are whispering "Peace!
 This is the realm of letters, not of strife;"
 Old graves in yonder field are saying "Cease!
Hic jacet ends the noisiest mortal's life."
 —Shut your old books! What says the telegraph?
 We want an Extra, not an epitaph.
 Old Classmates, (Time's unconscious almanacs,
 Counting the years we leave behind our backs,
 And wearing them in wrinkles on the brow
 Of friendship with his kind "How are you *now*?")
 Take us by the hand and speak of times that were—
 Then comes a moment's pause: Pray tell me where
 Your boy is now! Wounded as I am told."
 "Twenty?" "What—bless me! twenty-one years old!"
 "Yes,—time moves fast." That's so. Old classmates say,
 Do you remember *our* commencement day?
 Were we such boys as these at twenty? Nay,
 God calls them to a nobler task than ours,
 And gave them holier thoughts and manlier powers,—

This is the day of fruits and not of flowers !
 These "boys" we talk about like ancient sages
 Are the same *men* we read of in old pages,—
 The bronze recast of dead heroic ages !
 We grudge them not,—our dearest, bravest, best,—
 Let but the quarrel's issue stand confest :
 'Tis earth's slave-God battling for his crown
 And Freedom fighting with her visor down !

Better the jagged shells their flesh should mangle,—
 Better their bones from Rahab-necks should dangle,
 Better the fairest flower of all our culture
 Should cram the black maw of the Southern vulture,
 Than Cain act o'er the murder of his brother
Unum on our side—*pluribus* on the other !
 Each of us owes the rest his best endeavor ;
 Take these few lines,—we call them

NOW OR NEVER.

Listen, young heroes ! your country is calling !
 Time strikes the hour for the brave and the true !
 Now while the foremost are fighting and falling
 Fill up the ranks that have opened for you !
 You whom the fathers made free and defended,
 Stain not the scroll that emblazons their fame !
 You whose fair heritage spotless descended,
 Leave not your children a birthright of shame !
 Stay not for questions while Freedom stands gasping !
 Wait not till honor lies wrapped in his pall !
 Brief the lips' meeting be, swift the hand's clasping,—
 "Off for the wars" is enough for them all !
 Break from the arms that would fondly caress you !
 Hark ! 'tis the bugle's blast ! sabers are drawn !
 Mothers shall pray for you, fathers shall bless you,
 Maidens shall weep for you when you are gone !
 Never or now ! cries the blood of a nation
 Poured on the turf where the red rose should bloom ;
 Now is the day and the hour of salvation ;
 Never or now ! peals the trumpet of doom !
 Never or now ! roars the hoarse-throated cannon,
 Through the black canopy blotting the skies ;
 Never or now ! flaps the shell-blasted pennon
 O'er the deep ooze where the Cumberland lies !
 From the foul dens where our brothers are dying,
 Aliens and foes in the lands of their birth,

From the rank swamps where our martyrs are lying
Pleading in vain for a handful of earth!

From the hot plains where they perish outnumbered,
Furrowed and ridged by the battle-field's plow,
Comes the loud summons; too long you have slumbered,
Hear the last angel-trump—Never or Now!

THE VERMONT TEACHERS' ASSOCIATION

Commenced its twelfth annual meeting at Windsor, Aug. 19th, at 2 1-2 o'clock, P. M. Rev. C. E. Ferrin was called to the chair, in the absence of Mr. Colby, the president. A. T. Howard was chosen assistant secretary. After prayer by Rev. Mr. Abbott of Windsor, the following committees were appointed. On business—J. S. Adams, Wm. Sewall, D. M. Camp. To nominate officers—Hiram Orcutt, Judah Dana, B. F. Bingham. To select the place for next meeting—E. Conant, D. H. Ranney, E. H. Byington. To procure new members—A. T. Howard, Miss A. L. Cobb, Miss J. Pitkin.

Listened to an interesting address by Rev. Wm. Sewall upon "Moral Culture in Common Schools."

In general, the speaker maintained the obvious necessity that all school culture, physical, mental, moral, should be thorough, as seen in their intrinsic and relative importance and in the magnitude of the trusts involved. Yet, moral culture, which is the education of the heart, has special claims upon the teacher. The direct aim of this discipline is to secure obedience to the great command, "Thou shalt love thy neighbor as thyself." And even this must be accompanied by practical instruction in reference to our relations to God as revealed in the Bible.

Moral culture in our schools is important, 1st, Because true symmetry of character especially demands it. 2d,

Because of the intimate relation of school to home culture, aiding the good and correcting the bad. 3d, Because of the impressibility of the material to be worked upon and the permanency of the impressions made. 4th, Because from the common school comes directly the material which gives character to the nation. Finally, the speaker urged upon the attention of teachers the additional consideration that they work not for time alone, that their existence does not end in this world, and that both teachers and pupils hold a vital relation to God and eternity. A discussion upon the subject of the lecture followed, in which J. S. Adams, H. Orcutt and E. H. Byington participated.

In the evening, a social gathering was held at the church, where the usual address of welcome was made by Rev. Mr. Byington of Windsor, and responded to by Secretary Adams. The occasion was one of interest and profit to all.

Wednesday, Aug. 20.

After singing, and prayer by Rev. Wm. Sewall of Lunenburg, the association listened to an instructive and valuable address by Mr. C. O. Thompson of Peacham, upon the subject of Arithmetic. In his introduction he claimed that whatever pertained to education may be discussed in a truly patriotic spirit, since free institutions are based upon free education. In the study of Arithmetic, the speaker strenuously advocated the use of *Colburn's Mental* until it is mastered, as the surest way to teach the *Written*. He specified essentials in a good text book on this subject and exposed some popular errors. In the course of the address, it was argued, at some length, that analysis is preferable in the solution of examples, to the committing of rules. A variety of problems were cited sufficient to cover the whole ground.

The address was followed by a discussion and familiar demonstrations upon the blackboard, in which W. R. Ship-

man, Judah Dana, C. O. Thompson and E. Conant participated.

The attention of the convention was now called to the VERMONT SCHOOL JOURNAL. Secretary Adams made an earnest appeal to the teachers and other friends of education in Vermont, to give the JOURNAL a hearty and generous support. Every teacher should subscribe for it for his own improvement and benefit, no less than to sustain the educational interests of the State. He gave it as his opinion that the VERMONT JOURNAL has been much improved and is as good as the best of its kind in the States, and better adapted to the wants of *our* teachers than other periodicals which have a much more liberal patronage, lay higher claims to excellence and cost twice as much! "Can it be that any Vermont teacher is too poor to pay for such a journal, *fifty cents in current money of the United States?*" He was followed upon the same subject, by Dana, Thompson and Orcutt. Evidence is not wanting that much more interest is now felt in the JOURNAL than ever before. If this interest finds expression in corresponding *action*, our SCHOOL JOURNAL cannot fail to live and prosper.

In the afternoon, Mr. E. Conant opened the discussion on "Geography—Subject Matter and Methods." He stated as guiding principles in the enquiry proposed by the subject, that every item of knowledge acquired should be connected as soon and as far as possible, with other items of knowledge already possessed. Knowledge rests on observation. Every pupil knows something of geography—home, the school-house and its surroundings, the way between. Start here, then, and join to these known lessons until the whole is comprehended. Apply definitions to the thing described as well as to its name. Use all the apparatus possessed—blackboards, outline maps, globes—use them freely and always. Messrs. Camp, Howard and Ranney also engaged in this discussion.

Rev. C. E. Ferrin's admirable address on "Classical

Studies in their relation to the Common School," followed. We omit further remark upon this exercise, as we are permitted, by the kindness of the author, to use his manuscript at our discretion.

In the evening, J. B. Thompson, LL. D. of New York, addressed a large audience. He made many valuable suggestions upon methods of teaching Arithmetic and upon that subject generally. Our limited space forbids a more extended notice of this address.

Thursday, Aug. 21.

After singing, and prayer by Rev. Mr. Scales, and some preliminary business, the discussion on Reading was opened by B. F. Bingham of West Rutland. He introduced himself in a very modest way. While he extolled the art of extemporaneous speaking, he made no pretensions to it himself; while he regarded reading as not less important, he assured the audience that he had never received much instruction on that subject. He deplored the want of a State Normal School to train teachers in this department, as well as in all others. In the absence of such means of culture, the teachers on that side the mountain had made a combined effort for *self* culture; were in the habit of holding meetings for practice and criticism on reading and methods of teaching it. [A good suggestion that might profit other parts of the State.] Mr. Bingham maintained that the good reader must have and express the emotions of the writer. Hence, the teacher of reading must see that his class fully understand the sentiments and are imbued with the spirit of the lesson. And then, with a cultivated voice, they will make effective readers. The vocal organs are far more complicated than any musical instrument. Hence, to use them correctly, requires more practice and skill than to perform well upon the piano, the organ or harp. Reading should have more attention in our schools; teachers should be better trained in this department and spend more time in training their pupils, even to the neglect of

other favorite studies. Mr. B. gave some good recitations and left upon the audience a very favorable impression.

The convention now accepted an invitation tendered through Dr. Styles of Windsor, to visit the *Armory* and *State Prison*, and adjourned for that purpose. The *School Convention, Armory and State Prison*—what a theme for meditation in such an hour as this!

In the afternoon, the Hon. A. P. Hunton of Bethel addressed the audience upon "The importance of the Constitution of the United States and of our State, as a study in our common schools." The speaker alluded to our public schools as a great blessing to the free states, and drew a comparison between the free and slave states, showing that in a great measure, the difference between the north and south is owing to the difference in educational advantages enjoyed. Hence, if we would maintain our free institutions, the rising generation must be instructed in the principles of our government.

In the absence of Rev. B. S. Howard of Rutland, who was expected to lecture, the evening was occupied by an earnest discussion upon the following resolution, appropriate to the perils and duties of the hour:—

Resolved—That, as members of this convention, we cannot allow ourselves to separate without giving utterance to the deep and painful appreciation of the present condition of our national affairs, which, in common with our fellow citizens, we vividly feel.

Without provocation or cause, black-hearted treason, having smouldered for years, has burst forth, and in the guise of armed rebellion, now threatens the utter destruction of those democratic institutions which, sanctified to us by the toil and sacrifices of our fathers, have been the pride of our hearts and the hope of the world. Our country is in danger; upon the issue of this struggle hang all the vast interests of law, of peace, of progress and of home, in the present, and the illimitable possibilities of the future, for us and for the world. As, under God, we owe all that we have, all that we are, and all that we hope, to the benign influence of the institutions of our country, so we pledge ourselves and our all to her support and preservation in this the time of her dire necessity. Heart and mind and strength should be devoted to the public service; and here and now, praying for strength to enable us to discharge our whole duty whenever, wherever and however

that duty may present itself—holding ourselves ready to respond to any call that may be made, we will, in the meantime, betake ourselves to our own especial and glorious work; and earnestly and solemnly, each in his own proper sphere, and in his full appreciation of our responsibilities, endeavor to exert an influence that shall render the next generation of the sons and daughters of Vermont, wiser, better, purer, stronger and more devotedly patriotic than we, in our feebleness, have been able to be.

The following resolutions were also discussed and adopted:—

Resolved—That we take pleasure in again recommending to the favorable consideration of the association the VERMONT SCHOOL JOURNAL. As a channel of inter-communication for teachers and as a means of mental improvement, as well as of appeal to the public mind, it deserves and should receive the patronage of every practical teacher in Vermont, And while we do not deem it desirable or practicable for the association, as such, to take charge of, or be responsible for its publication, we do cheerfully and earnestly urge all teachers, superintendents, and all thoughtful friends of education, to make active and persistent efforts by personal solicitation and otherwise, to increase the list of subscribers and contributors.

Resolved—That the interests of the Common Schools in the State, demand the bestowal of much more care in the keeping of school registers by the teachers, and the making of returns by district clerks.

Resolved—That the Constitutions of the United States and of our State are suitable and ought to be made subjects of study in the Common Schools.

Resolved—That it is desirable to select the second Thursday in January as the day for the future annual meeting of the Association.

Resolved—That the Executive Committee be instructed to confine the exercises of future annual meetings of this Association within the limits of two days, taking the preceding evening for the social gathering.

The following are the officers of the Association for the ensuing year:—

President, Rev. C. E. Ferrin; Vice President, Prof. N. G. Clark; Secretary, E. Conant; Treasurer, D. M. Camp, 2d; Auditor, M. Burbank; Ex. Committee, Rev. Wm. Sewall, B. F. Bingham, D. G. Moore. Corresponding Secretaries, Rev. H. F. Leavitt, Addison Co.; Rev. G. B. Manser, Bennington Co.; Rev. H. P. Cushing, Caledonia Co.; J. S. Cilley, Chittenden Co.; C. W. King, Essex Co.; Rev. B. Newton, Franklin Co.; Rev. O. G. Wheeler, Grand Isle Co.; M. McKellop, Lamoile Co.; Rev. J.

Britton, Orange Co.; Rev. Thos. Bayne, Orleans Co.; Charles Parmenter, Rutland Co.; J. S. Spaulding, Washington Co.; A. T. Howard, Windham Co.; W. R. Shipman, Windsor Co.

The next meeting of the Association is to be held, the second Thursday of January next, at Rutland.

THE GREAT LESSONS OF THE YEAR.

The great lessons of the year, though they have severely tried the pecuniary interest of the country, are demonstrating the importance of our common schools. The passing history of our country, when written, will show the superiority of a people where the means of education are within the reach of all, over those where they are furnished as the will or ability of the individual shall determine. This superiority will appear in respect for law, and a due appreciation of the privileges of a good government, and a patriotic and efficient defence of the same. The common intelligence of the citizens of the loyal states, that has appeared in these stirring times, reading, judging and acting on the questions forced upon us by rebellion, has been, and is, the strength of our cause. This has given our government an army of volunteers that are volunteers in the highest sense of the word,—understanding why they rally at the call to arms. They are not led by the cunning politician, the lying demagogue, or would-be military chieftain. They can and do read, and act from their own intelligent appreciation of the interests at stake. Had education been a matter of state superintendence in our whole country, so as to carry its privileges, as a free inheritance, to every child; and had it pressed the importance of improving them on every parent and child, and given to all classes, the rich and the poor, the same chance in competition for places of trust reached by intelligence, we could never have had the

dark chapter recorded that must appear when the history of 1861-2 shall be written. The bold movements of aristocracy that have astonished the world in secession, needed a large ignorant element to support it. A reading, thinking community,—capable of forming an intelligent judgment on matters of state and national politics, would have looked through the clouds of falsehood that are blown up by demagogues to conceal the wicked, base act of rebellion. Leave the education of a State in the hands of the rich or aristocratic class, and they will soon lead an ignorant rabble at their will, and give them the law at their mouth. But let schools be a common blessing, and intelligence the common heritage, then all the working elements of the state will find a check in each other; no one can run away with all the rest by usurpation. The single state of Ohio, though a little more than half a century old, and containing a large foreign element mostly from countries where ignorance is the common rule, has more scholars in her free schools than all the states that have in their folly struck for secession. That blow was struck in the dark, and took effect so potently because of the gross darkness of the people, that had been left to walk in the light of the aristocratic class, and receive their reading and thinking from them. The question of education is, make it universal,—a free inheritance for all classes, or, meet by an armed force the uprising of ignorance under some conspirator. Which is the cheapest, the passing events in our country will decide. Let the children and youth of the nation be made to feel, in the common school, that they are under the protection, and indebted to the government,—let them, in this tender and flexible period, be taught by precept and actual drill and practice, the rules and modes which must regulate the intercourse of child with child, and that they must live and act together according to the laws of essential equality, and that each must respect the rights of all the rest, and you are developing a law in the constitution of soci-

ety that will secure loyalty to the powers that be, and a due respect to the common good. It has its existence in the heart and mind of society, and forms a central influence around which the common weal accommodates itself by a self-adjustment, so that no one class can be excluded from its share of protection and respect. Every one can make an intelligent defence of his rights before those that the common school has placed on an essential equality with him. There is a common understanding of right, for all have graduated at the common school,—“the people’s college.”
A. S.

AMERICAN INSTITUTE OF INSTRUCTION.

The thirty-third annual meeting of the American Institute of Instruction was commenced on Wednesday afternoon, at Hartford, in the state house, Mr. A. P. Stone of Plymouth, president, in the chair. The opening session showed a full house, as all who had undertaken (without success) to get rooms at the hotels anticipated it would. The venerable Dr. Hawes, looking, however, no more venerable than he did twenty-five years ago, opened the exercises with prayer; and then Mr. Washburn of Hartford made a formal speech of welcome to the members assembled, on behalf of the committee of reception. When he finished, Gov. Buckingham came forward on behalf of the State with his welcome, and was received with warm cheers. The president responded in a happy way, and Hartford as a city and Connecticut as a State having shaken hands with the American Institute, and the American Institute having shaken hands with the city and State, the Institute proceeded to business.

One of the regular institutions of the Institute seems to be the president’s annual address. Mr. Stone alluded to national affairs and briefly examined the value of our

system of popular education in comparison with the southern system, as revealed by the light of the war. The difference in the spirit of the two sections—the barbarous practices of one side and the decency and morality of the other—he claimed, grows out of the fact, well attested, that in some of the rebel muster rolls, nine tenths of the soldiers can not write their names, while there is hardly a native loyal soldier who can not write his name. The address was brief, and if it was not very brilliant, there was no stuff and nonsense about it. The next thing in the program, after the president's address, was a discussion on the "Methods of Teaching Geography." The discussion was opened by Mr. Boyden of Bridgewater. Mr. Boyden really had some good ideas upon his subject, but I judge that he had got them together rather hastily, and that there were some deserters. There were three things essential in teaching geography, he said,—first, a definite idea of what was to be done; second, an appreciation of the class of minds for which we lay out our work; and third, a comprehension of the natural order of presentation. Mr. Boyden thought that there should be one method pursued with children and another with those more advanced, and spent the most of his time in revealing the method he would pursue with primary classes. He would try to give them ideas as to size, direction, distance, form, &c., as essentially preliminary to any competent understanding of the science. This he would do mainly through familiar oral exercises. Map-drawing from memory was represented to be an essential matter. Prof. Hewitt of Bloomington, Ill., followed in a very sensible strain. There were two ways of regarding the earth as a subject of study, he said, first, as a whole, going down through its various divisions to the minutiae—what might be called the analytic method; the other beginning with the minutiae and going up to the whole, or the synthetic method. We can not follow either strictly, but he favored the synthetic. If practica-

ble, the best way to study geography would be to travel. The memory will retain the form of the parts of the earth seen, and associate with it all related facts. With pictures and books, he would make the study as much like travel as possible. All our ideas of geography exist in forms, and the picture of a form within the mind must be the framework upon which to grasp all associated forms and facts. Prof. Fordyce A. Allen of Pennsylvania, followed in a very good speech. He did not believe in the use of globes for primary classes. Children can not comprehend the spherical form of the earth. He would not present mathematical geography to a child at all. It is impossible to make a thinking child believe that the earth is "a globe or ball," because his eye tells him otherwise. So the best way is to take his mind as it is, and teach him the minor facts about him, till he can comprehend more. Prof. Allen said he knew a man in Pennsylvania who still believed that the earth was fixed and flat, and, lest we might think that his ignorance was owing to his locality, he begged to state that he came originally from Massachusetts. He did not add (nor did anybody else,) that he showed that he was a natural fool by going to Pennsylvania.

SECOND DAY—THURSDAY.

The discussion of the methods of teaching geography was resumed, Mr. Dickinson, of the Westfield state normal school, first taking the stand. He cared less for methods than for a thorough understanding, on the part of the teacher, of the true principles in teaching. Let every teacher have his own method, if he only understands the principles. The first thing to be done in geography is to teach isolated facts; the second is to teach the causes and relations of the facts, which constitute the science. The teaching of the facts is not the teaching of geography at all, necessarily, but only the communication of elementary ideas of form, distance, &c. After elementary facts are passed over, and the child

begins to inquire into the causes of facts, the time comes for a scientific course, the natural order of study being first the form, second size, and third the surface of the earth,—then climate, latitude, productions, cities, peoples, customs, &c. He would be very careful in the matter of illustrations, so that pupils will learn to locate all countries and all places on the earth, and not on the map. Mr. Northrop made reply in a good many words, without the development of any important ideas. He thought the thing most neglected in our teaching was relative topography. He would have the world built up around our home, and pupils in answering questions as to the direction of different places, should always be made to point to those places, thus getting and giving an idea of their location with relation to themselves.

Geography being laid on the table, the regular subject of discussion for the morning was taken up, viz : “How can the study of English grammar and of the English language be made more efficient and beneficial?” The discussion was commenced by Mr. Ansorge of Roxbury. Mr. Ansorge is a Prussian, and his English was a little hard to be understood. He was understood to say that to teach grammar well we must begin where scientific men began to make grammar, among the parts that make language. The grammars that we put into the hands of pupils are too general, but a teacher ought to be the master of the book, rather than the book the master of the teacher. He would start first with facts, apparent or easy to be apprehended; afterwards he would employ the reflective faculties in the science. In Germany, many of the schools have no text books at all, with the exception of the Bible, hymn book and catechism. Everything taught came from or through the teacher. Mr. Philbrick of Boston thought Mr. Ansorge had fallen into extreme views, and talked the best string of common sense which we heard during the whole morning. He wiped away a good deal of fog that Mr. Ansorge had left as to

what grammar really was, and testified to the value of good text books. He said that Massachusetts some years ago was led away from the true path by an enthusiast who went for subordinating text books and making the teacher everything. It all did damage, and he was for putting good text-books into schools and bidding the teachers teach them. Mr. Northrop thought the great trouble, after all, was the mechanical use of the text books and in the failure to cultivate the expressive faculties. Mr. Philbrick did not believe the cultivation of the expressive faculties was necessarily a part of the object in studying or teaching grammar. He was told when a boy, to write a composition on virtue. He had nothing to say about virtue—he had nothing to express, and that is the case with most boys who study grammar. They have nothing in the world to express. Prof. Greene of Providence was on both sides of the question; both are partly right and partly wrong. The real defect in teaching grammar is in not making pupils realize what they study. It is easy to learn, for instance, what the text books say about number in grammar, but the lesson on this should be a living one—illustrated until there is in the pupil's mind, a perfect understanding of what number essentially is in language. The teacher needs text-books, but he needs to use them well. Dr. Woolworth of Albany, a member of the board of regents of the University, spoke briefly. He believed in Murray's definition of grammar, that it is "the art of speaking and writing the English language correctly," and this art is taught at first through mother, nurse and teacher. It should be their business to talk correctly and well; afterward it would be well to study grammar as the science of language. Mr. Benedict (also a member of the board of regents,) next spoke. Mr. Benedict was in favor of committing the old, well-tried rules and formulas to memory. Murray's definition of English grammar is a landmark. It is something never to be forgotten, and something which

cannot be improved. Who would think of re-writing the propositions of Euclid? No one. They have been prepared with the greatest precision of language and the completest logical accuracy. After these rules, formulas, &c., have been committed to memory—"learned by heart"—it is the business of the teacher to see that the pupil understands them, and this he should be at liberty to effect in his own way. It is impossible to get these rules and formulas, which he deemed essential to an available and reliable education, without good text books. If he were going to teach either geography or grammar, he would teach them and not something else, beginning to teach a science by teaching related sciences. The morning session was brought to a close by a lecture from Mr. Kendall of the Rhode Island state normal school.

The first thing in the afternoon was a lecture by Wm. H. Russell of New Haven. The aim of the lecture was to exhibit and enforce the advantages of a military system of education. He introduced his lecture by an allusion to the looseness of the management of a pupil's time, in most of our schools,—the ease with which apologies from parents were put instead of time spent in the school-room, and the universal lack of punctuality in school matters. There was not only a lack of punctuality but a lack of exactness in almost everything. The inexactness would be remedied by definiteness of aim. We should teach the boy to be and to do what the world will require him to be and to do. We need, too, more earnestness and honesty in our moral definitions and teachings. We are lax everywhere, and need not only more punctuality, exactness, and more honest morals, but the enthronement of rightful authority. After enlarging upon these themes, of which we are able to give only the most incomplete hints, Mr. Russell brought forward military schools as not only better in the matter of punctuality, but as better in all general and particular accuracy than any other. West Point secures greater accuracy than any other institution in the country. The government of the institution is more efficient. It has its will, which is law, and that law is enforced. Nowhere else can you hear in the college the word of command, unmodified by the political element; and it is worth one's while to go there once to hear it. The difference between West Point as a self-governing institution, so far as reporting delinquencies

among the students, by the students, is concerned, and other institutions, was shown. At West Point, the officer of the day, taken from the students, is for the time put upon his honor, and does his duty, and no one finds fault; while a university with which he was acquainted was absolutely floored by the students themselves, in the endeavor to maintain a monitorial system. We establish our colleges to do good generally, without any specific aim. The military institution drives to a single definite result. Still we must remember that war is not the business of the world, but only the means by which the arts of peace are pursued and secured. The address was indeed a very fine production—imbued with a thoroughly religious spirit and strong common sense.

The program fixed the subject of discussion following the address. It was "Ought military instruction to be generally introduced into our schools?" Mr. Philbrick of Boston was the only speaker of the afternoon, before the adjournment. The present generation, he said, had been reared in profound peace. The war spirit evoked by the old French and Indian wars, and by the long war of the revolution, had died out. Peace societies had been organized which had not only persistently denounced war, but ridiculed military training. In our northern states it was almost as much as a man's reputation was worth to belong to a military company. We were all devoted to the arts of peace, and the accumulation and enjoyment of money. We were all unprepared to enter upon the most terrible military conflict the world has ever known. We find ourselves obliged to go into the war with the smallest stock of military talent. He would not stop to calculate the thousands of lives lost and the millions of treasure already sacrificed, in consequence of our lack of military knowledge as a people. And now we know that, however this rebellion may result, this generation will necessarily cultivate the military art. Now, what is meant by a military education? There are two kinds, or grades. The first is for the rank and file, and consists mostly in physical training. The second is for those in command. The officer must be trained upon a broad, scientific basis. What have common schools or the regular run of educational institutions to do with this? Nothing, in his judgment. The officers will continue to be educated in military schools, while the com-

mon soldiers will be educated for their duty in the camp. The most of the teachers of our schools are women, and they cannot handle arms or teach the manual. Moreover, he thought that punctuality and exactness could be secured without military training, provided they existed in the teacher, and unless they did exist in the teacher, nothing could be done with a military system.

In the evening, the institute met to hear a lecture from the Rev. Mr. Richardson of Worcester. His subject was "Popular Education as related to Nationality." This was a somewhat unique entertainment, and was heard by a large audience. The evening exercises were closed by the congregational singing of America.

THIRD DAY—FRIDAY.

The discussion of military education was resumed, speakers being confined to five minutes. Gideon F. Thayer, of Keene, N. H., opposed the introduction of the subject into our public schools. Mr. Allen, of Newton, agreed with the first speaker. Mr. Northend, of New Britain, Ct., spoke against the introduction of military education into our schools. Some new thing, he said, is continually offered to the institute for adoption. Mr. Bulkley, of Brooklyn, argued that military education is demoralizing. Mr. Wetherell, of Boston, spoke against it, as did Messrs. Parish of Springfield, Northrop of Massachusetts, Allen of Pennsylvania, Jones of Roxbury, Allen of Newton, Adams of Boston, and Rev. Mr. Trask of Fitchburg. Mr. Greenleaf of Brooklyn, N. Y., rather favored the introduction of the military element into the school system. Messrs. Sawyer of New Hampshire, Woolworth of New York, and Dr. Lewis of Boston, also opposed the introduction of military education into our schools. Here the subject was laid on the table by a vote of the institute. The views presented by Mr. Russell, in his lecture yesterday, were severely handled by the speakers generally. There was a most thorough and unanimous dissent from the notion of introducing military tactics into the public schools. It was urged that the tendency of such an innovation would tend to the essential demoralization of the young.

Resolutions were offered commemorative of the death of President Felton and of Mr. Kimball of Needham, Mass., members of the Institute. Remarks were made by Thay-

er, Parish, Wetherell and Ticknor, and the resolutions were adopted.

At 11 A. M. a lecture on the "Progress of Learning in Europe," was read by L. W. Grandgent of the Mayhew school of Boston. In tracing the history of the subject, he stated that Ireland was the seat of learned men of Western Europe from the third to the ninth century. Oxford university and Cambridge university were founded subsequently in England. At the beginning of the ninth century, knowledge was revived. Thus the lecturer traced his subject down to the present day.

The list of officers chosen for the ensuing year, is as follows :—

President, A. P. Stone of Plymouth.

Vice Presidents, Samuel Pettes, Roxbury, Mass.; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston, Mass.; Benjamin Greenleaf, Bradford, Mass.; Wm. Russell, Lancaster, Mass.; Henry Barnard, Hartford, Ct.; Wm. H. Wells, Chicago, Ill.; Alfred Greenleaf, Brooklyn, N. Y.; Wm. D. Swan, Boston; Chas. Northend, New Britain, Ct.; Sam'l S. Greene, Providence, R. I.; Ariel Parish, Springfield, Mass.; Leander Wetherell, Boston; Geo. B. Emerson, Boston; Nathan Hedges, Newark, N. J.; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Thos. Sherwin, Boston, Jacob Batchelder, Salem, Mass.; Geo. S. Boutwell, Groton, Mass.; John Kingsbury, Providence, R. I.; Geo. Allen, Jr. Boston; Chas. Hammond, Groton, Mass.; D. N. Camp, New Britain, Ct.; J. D. Philbrick, Boston; Joshua Bates, Boston; Anson Smyth, Columbus, O.; Alpheus Crosby, Salem, Mass.; Ebenezer Hervey, New Bedford, Mass.; B. G. Northrop, Framingham, Mass.; Geo. F. Phelps, New Haven, Ct.; John C. Pelton, San Francisco, Cal.; Henry E. Sawyer, Concord, N. H.; Wm. F. Phelps, Trenton, N. J.; J. Escobar, Mexico; E. P. Weston, Gorham, Me.; E. F. Strong, Bridgeport, Ct.; D. B. Hagar, Jamaica Plain, Mass.; Hiram Orcutt, West Brattleboro, Vt; B. B. Whittemore, Norwich, Ct.; Daniel Leach, Providence, R. I.; Sam'l B. Woolworth, Albany, N. Y.

Recording Secretary, Samuel W. Mason, Boston.

Corresponding Secretaries, B. W. Putnam, Boston; John Kneeland, Roxbury, Mass.

Treasurer, Wm. D. Ticknor, Boston.

Curators, Nathan Metcalf, Boston; Samuel Swan, Boston; J. E. Horr, Brookline, Mass.

Censors, Wm. T. Adams, Boston; James A. Page, Boston; C. Goodwin Clark, Boston.

Counsellors, Daniel Mansfield, Cambridge, Mass.; Charles Hutchins, Boston; J. W. Allen, Norwich, Ct.; Geo. N. Bigelow,

Framingham, Mass.; Richard, Edwards, Bloomington, Ill.; T. W. Valentine, Brooklyn, N. Y.; J. E. Littlefield, Bangor, Me.; Moses T. Brown, Toledo, O.; Henry T. Boltwood, Lawrence, Mass.; Joseph White, Williamstown, Mass.; Geo. T. Littlefield, Somerville, Mass.; Wm. E. Sheldon, West Newton, Mass.

D. N. Camp, in his lecture, spoke of the change and progress of man, under the influences of education. He alluded to the influences of the press in the work of education. The teacher, as the agent in the work of civilization, was his subject. He spoke of art, science and literature as the means to be used in the work of education. He sketched the line of teachers down from Adam, through Moses, Joshua, Abraham, the prophets, princes and priests, coming down to the time of Jesus and the apostles; and leaving sacred history he spoke of the teachers of Greece and Rome, including, orators, historians, philosophers, poets and artists; also of Arabia, Turkey, Spain, England, Ireland and our own country. Mr. Camp's lecture was a good one. He is a man with a heart as well as a head, and seems well fitted to hold the office which he fills, to wit, that of state superintendent of the schools of Connecticut, and principal of the state normal school at New Britain.

The exercises of the day were spirited and profitable, more so than on any former day of the session of the Institute.

EDITORIAL DEPARTMENT.

WHAT IS PROPER AND WHAT IS RIGHT?—We mean for contributors and editors of School Journals. What may they write and what may they publish, without the liability of being cashiered? We hold ourselves responsible for all we do, or fail to do, affecting the interests of education in the State, both to our fellow teachers and to our honorable Board of Education. The *publishers of school books* may attack us, but we shall insist upon an honorable mode of warfare. Let them take the *open field*. Skirmishers are sometimes sent behind the hills, or into the woods, but we do not expect the *whole regiment* to skulk in the bushes! But to explain what we mean—some time since, one of our contributors sent us an article upon "Greenleaf's Arithmetics." For two reasons, we published it. 1st, The article was prepared by one of our regular contributors and we did not wish to reject it.

2d, We regard it entirely proper to discuss the merits of school books in school journals. And that we might not seem to be influenced by improper motives or unfriendly feelings, we opened correspondence with the author and publisher of these books, and offered beforehand, either to answer said article ourself, or allow them as much space as our correspondent had occupied, to reply. The next we hear from them on the subject, one of their agents slips into our pocket a carefully prepared and neatly printed circular, designed especially for Vermont teachers. One quarter of this sheet is devoted to the offensive article in general, and the VERMONT SCHOOL JOURNAL and its contributor, in particular. The writer of this criticism is concealed under the sounding title, "One of the MOST NOTED TEACHERS and MATHEMATICIANS in the State" of Vermont. Now, why does not the publisher with his correspondent come out and manfully meet the question? Why carry the "dark lantern," when there is so much pure sunlight? For ourself, we abominate this guerrilla mode of warfare.

This "noted" brother seems to be shocked by our presumption. "Many teachers," he says, "were astonished to see such an article in the SCHOOL JOURNAL." "It was hardly in good taste to introduce such matter into a teachers' journal. Discussions respecting principles and methods of teaching, or requisites of good text books, even, should find a place in its pages; but a direct personal attack, apparently designed to injure one author or publisher and benefit another, should be excluded." We deny that our correspondent designed his article as a "personal attack," or to injure one party and benefit another. He has no hostility to the one, nor interest to favor the other. He simply expressed his own views of those text books as adapted to our schools, expecting that some one would present the other side of the question. That *we* meant no such hostility, in publishing the article, may be seen in the fact that we have used Greenleaf's books for *twenty-five years*, and *use them still*, with one exception. We first introduced them into Vermont, and afterwards carried them to Eastern New York, where they are now extensively used. But we maintain the right and propriety of discussing in school journals the merits of school books, and will say plainly, if any series of books cannot stand the test of *open* criticism, let it fall. The particular interests of particular firms has nothing to do with the matter of selecting books for our schools. They must stand or fall by their own merits.

But our "astonished" brother thinks it in bad taste "to injure one author or publisher and benefit another." Yet, he is here allowing himself to be used as the "cat's paw" to take the hot

chestnuts from the stove ; stands here *in the dark*, on picket duty, for one publisher against all others. We wonder if he gets his "bounty," as well as regular pay ? He would not favor one author to the injury of another, but in this very article, makes an attack upon "Colburn's First Lessons," a book that is very hard to annihilate ! Again, our friend assumes that such an article as appeared in the JOURNAL, "is not worthy of notice," and this consideration has deterred him from offering an answer in the JOURNAL ! Yet, here he is, out with a whole page in fine print, both to answer and censure !!

Once more, our "noted mathematician" suggests that said article is a "covert attack upon the Board of Education that prescribed Greenleaf's series for the schools of this State.." It is enough to say on this point, that neither ourselves nor that Board have any such thought. We have no fault to find with what is here said in favor of Greenleaf's books, or against other books, but with the *manner* in which the attack is made. It is neither manly nor fair, to make this "covert attack" upon our journal or to take this way to meet the question. If the article is unworthy of notice, let it be passed over in profound silence. If it is to be met, meet it boldly in the open field. But really, we should like to know the name and place of residence of our brother who appears on this sheet ; *if now one of our practical teachers ?* we should be happy to receive contributions from him to the JOURNAL. Call, friend, at Glenwood, and we will give you a hearty greeting.

OUR JOURNAL THIS MONTH is almost wholly given up to our late educational conventions. Yet, we think our readers will approve our course. These articles will afford sufficient variety and if the meetings were worth attending, this record of their proceedings will be of interest to those who could not attend. We are indebted to the Springfield Republican for the article on the American Institute of Instruction. We were obliged to cut out a few paragraphs on account of its length.

The following note sent from an absent teacher, but not received during the meeting at Windsor, will explain itself.

DEAR SIR :— I have just received your letter and I hasten to reply. You ask me to say what I will do to sustain the Journal. I answer, what I have done I will continue to do. Had I the funds at my disposal I would place the Journal, financially upon a basis as solid as the foundations of our own Green Mountains, but since this is impossible I will make my appeal to *every teacher in Vermont*, and, Sir, I shall not appeal in vain. Let me ask you to present this matter to them before the session closes and I am certain you will meet with a response from the *Lady* teachers especially, that will gladden your heart. If *their* approbation is emphatically and practically given as I believe it will be, the Vermont

School Journal is safe. I *know* whereof I affirm, when I say that there exists not in our noble Green Mountain State another body of men and women so true to every noble and generous impulse as the *Teachers of Vermont*, and while my life is spared it will ever be to me a source of proud satisfaction to be able to say, "I once belonged to that noble Band." Yours truly, C. A. C.

OUR BOOK TABLE.

THE NEW GYMNASTICS, for men, women and children; by *Dio Lewis, M. D.* Ticknor & Fields, Boston. The publication of this book will be hailed with joy and gratitude by all *live* teachers. The subject of Physical Education has of late received its due share of attention. The public mind is fully awake to its importance. It was only necessary to give this new interest a *practical* turn. This has been done effectually in Dr. Lewis' new School of Gymnastics in Boston, by the training of hundreds of teachers for our academies and seminaries. But all can not avail themselves of the advantages which that school affords. Now we have in this new book, a full explanation of Dr. Lewis' new System of Gymnastics, with numerous engravings and illustrations, so that any teacher can learn at home to conduct his class successfully. Enclose \$1.25 to Dr. Dio Lewis, Boston, Mass., and the return mail will bring you a copy.

AN ENGLISH GRAMMAR; by *G. P. Quackenbos, A. M. D.* Appleton & Co., N. Y. This is a new book of 288 pages, written by one of our most gifted authors of school books. We may know to begin with that this is not a mere copy of some one or many of the four hundred other text books on the same subject. We should expect to find some peculiarities, if not improvements. And here we have them: "Definitions are approached by means of preliminary illustrations;" "Words are classified solely according to their *use* in the sentence;" "The rules of Syntax are introduced as they are needed;" "A simple method of analysis, not encumbered with technical terms, is presented;" the *neuter* gender is annihilated; the word *need* is introduced as an auxiliary of the present potential, &c. The work appears to be clear, accurate and comprehensive, and deserving of a good share of public favor.

THE NEW UNIVERSITY ALGEBRA: A Theoretical and Practical Treatise, containing many new and original methods and applications for Colleges and High Schools. Ivison, Phinney & Co., 48 and 50 Walker st., N. Y. This is a new and improved edition of a book whose forms and methods have long been familiar to the practical teacher. Its author is known as one of our most distinguished mathematicians and successful authors. and

this Algebra is one of the best of his books. We have used it in the school room, (the only proper way to test a school book,) and it works well.

THE BOY SOLDIER. Is the school boy to be trained in the art of war? Is military science to become a part of our school discipline? Then will this little book, or "Infantry Tactics for Schools," published by A. S. Barnes & Burr, N. Y., become a very popular and useful work. It is attractive in style and extensively illustrated by wood cuts.

The Atlantic Monthly for September is on our table. Contents—David Gaunt, Cerebral Dynamics, A New Sculptor, Plays and Play Acting, Off Shore, Life in the Open Air, Rifle Clubs, Two Summers, Mr. Axtell, Methods of Study in Natural History, Gabriel's Defeat, Bethel, The Horrors of San Domingo, A Complaint of Friends, The Life of Birds, The New Opposition Party.

The Continental Monthly for September contains many excellent articles; among them we will mention—Henry Thomas Buckle, The Molly O'Molly Papers (continued), American Student Life, John Neal, Author-Borrowing, Up and Act, The Negro in the Revolution, National Unity.

Godey's Lady's Book for September is beautifully embellished with engravings, and contains its usual variety of reading matter. Send for it to L. A. Godey, Philadelphia.

Harper's New Monthly, Sept. No., is on our table, with its "Iron-clad Vessels," "In the Buffalo Country," "A Partie Corree," "The Carte de Visite," "Benjamin Silliman," and numerous other articles of equal merit and full illustrations, as usual. *Harper's New Monthly* is always attractive.

OUR ACADEMIES.

SPRINGFIELD WESLEYAN SEMINARY AND FEMALE COLLEGIATE INSTITUTE is a well known and popular institution. Under the efficient management of its present Principal, REV. M. C. DEAN, with his able Board of Instructors, the school cannot fail to prosper. Fall term begins Sept. 4, 1862.

NORTHFIELD INSTITUTION opens its fall session Sept. 4, 1862, under the supervision of MR. AND MRS. GEO. P. BEARD, with a full board of competent and experienced teachers.

GREEN MOUNTAIN INSTITUTE.—We are happy to learn that our friend, MR. W. R. SHIPMAN, is still at the head of this institution. His ability as a man and efficiency as a teacher, render his services valuable to the cause of education.

CHESTER ACADEMY opened its fall term Aug. 27; E. W. WESTGATE, A. B., Principal; Miss. A. P. PIERCE, Preceptress, with two assistant teachers. We spent the first term of our academic life at this institution. It is pleasantly located, and we have no doubt is under good management.

THE VERMONT SCHOOL JOURNAL.

Vol. IV. OCTOBER, 1862. No. X.

CLASSICAL STUDIES—THEIR RELATIONS TO COMMON SCHOOLS.

BY REV. C. E. FERRIN.

This subject is a very important one, since it involves the most vital forces of our educational system. It is worthy of a more thorough and of a broader discussion than I have the ability or the time now to give it. I cannot attempt more than a simple analysis of the subject, and a short discussion of its parts, which I hope will prepare the way for more thorough investigation, and impress upon us the need of giving it stronger and practical consideration.

In approaching the discussion of the relation of classical studies to common schools, the subject naturally divides itself into three parts. The first part is that which presents it in its more purely literary aspects. The relation of classical studies to *education* given in the common schools. The education of the mind is the end sought in the school. The school is only the instrument by which the education is secured. If the education could as well be secured without the school then the school would be useless, and dropped.

Many people have a very vague conception of what education truly is. Not a few teachers and lecturers have either misapprehended it, or wrongly defined it, or perhaps, they have done both. Some have too closely confined their thought to the primitive meaning of the word

and have taken genuine education to be only the drawing out of the mental powers, and so have aimed to make the whole process a mental discipline alone. Others have taken it to be in a restricted sense the acquisition of knowledge, and these would make the process a gathering of facts, or principles. The one process will make a "mere scholar" too theoretical for usefulness and influence in the real work of life; the other would make a mere *thesaurus* to which others might go for supplies, but in himself there will be no organism, no vital strength throwing out its working and shaping forces.

The true idea may be found in a compounding of these two. The best education is made up of a choice selection of facts and principles, of whatever is to be learned, together with the mental strength that can use them, and constantly gather more for use as wanted. He who would ridicule that method of education which aims to accumulate knowledge, by likening it to filling a basket with chips, goes too far if he thus discourages the storing of the mind with facts, and the committing to memory of important principles, definitions, and rules. These, though very partially understood at the time they are learned, may become seeds of thought for practical use and for future discipline whose value cannot be estimated, and if wanting the material is not at hand either for present use or for future growth. So, on the other hand, he who, estimating the value of one's education by the amount he knows, aims only to encourage the gaining of knowledge, may produce an encyclopedia or a walking dictionary but not a well developed man.

During these thousands of years in which men have lived, a great many facts have occurred, a great many truths have become known, and many rules have been invented. More than any man can store up in memory and library. More than could be of advantage to him if he possessed them. Yet, there are many of these facts, truths, principles that have special and great worth—they have

been tried, and have stood the test of ages—and will ever stand among the things that are proved and precious.—These an educated man needs, and cannot do without. He who directs the education of others can best do it by leading to a judicious selection of these tested knowledges of the ages.

Then, the mental culture and discipline of which we hear so much, and whose eulogies are often nothing else than senseless ranting, and of a character very precisely like that which is ranted, I can conceive to be nothing else than the power to nicely discriminate between these true and tested knowledges which have appeared in the world, with the power to use them, and to evolve others which may also stand the test of trial.

From these remarks it will be seen that a true education is that which is produced by culling out of the stores of past ages that which has been proved and found valuable, and storing it up in the mind of the educated man. The education thus obtained consists of two parts, the things acquired, and the power to acquire and appreciate them. The things acquired may not be great in number or amount, but they are choice, selected and valuable. So the power to acquire may not be of that kind which is able to make the most rapid and abundant acquisitions, but that which can sift the chaff from the wheat, reject the one and garner up the other—that which can select, take full possession of, appropriate to itself, and organize into its own living substance and forces the richest material which the enlightened ages have produced.

If my view is thus far correct, the question suggests itself, where can these choice materials be found already best prepared to the student's hand, and, how can they be acquired? To me the answers to these questions are very evident, and I reply without hesitation. The best material for true education is found in the classics, and they are acquired by classical studies.

I would use the term classics in a sense somewhat ex-

sended, and including the three principal departments of our best courses of study, mathematics, philosophy and language.

The science of numbers, quantity and magnitude has been a favorite study in all ages of the world. It is continued with unabated zeal, and every year adds to the accumulated stores of knowledge in this department of study. No one man can acquire and master the whole. But the science, in its pure and selected elements, has been systematized and arranged into a compacted unity, the false and the superfluous part have been pruned away; so that any apt student can easily master the first principles of it, and become an accomplished mathematician. He needs not to read all that has been written, but only that which time and the ripest scholars have proved, and which has been found to form a part in the organized whole. To acquire these principles of the science, and gain the power which their discrimination, selection, and arrangement will give, is to become classically educated in mathematics. This is one of the rarest and most useful attainments of the school. No education is perfect without it, and with it no man can be weak or undisciplined for the practical work of life. He has material to use, and he has the power to use it in any emergency or for any purpose.

Nor is it necessary that the whole science should be mastered to the end; but it *is* essential that so far as one can go, he should be held to the close track, the rigid analysis, and the exact methods of scientific mathematical study. This will help to make the scholar a whole man, to far as he is a man at all. If his opportunities permit him to pursue the course but a little way, he may be only a small man but he will be a pure man—in the intellectual sense, a man of integrity.

The department of *philosophy* is nearest allied to that of mathematics. It also consists of facts, truths, principles, and their logical and natural order. But its truths

are less easily found, recognized, and stated; and their relations are with far more difficulty determined. These facts have made it more difficult to be a true philosopher, but the man who stands pre-eminent in this department has a greater power in the world, as he is, indeed, a greater man than the mere mathematician.—Aristotle, Plato, Bacon, Edwards, Kant, Hamilton, and Dr. James Marsh of Vermont, have, in the truths which they evolved and organized, left the seeds of thought and culture which will bring forth fruit to the end of time, and which no man of figures, diagrams, and formulas can hope to give. But the very difficulties that make success in this department so rare, the want of demonstrableness, and the difficulty of enunciating with entire perspicuity, the principles of intellectual philosophy, have encouraged a larger number of men to try their hand as the world's instructors in this department than in any other; and at the same time these difficulties have permitted more errors, and more trash, to gain currency for a while, than in any other department of learning. Thus the best minds read the announcement of a new work on philosophy with pleasure and also with distrust, especially if it propose anything new, or any overturning of that which is old. They may *desire* its success, but at the same time they must *doubt* it. And it is not often that the first reading, or even the first generation in which it appears, can settle the question of its value.

Hence it is evident that the new, and often popular treatises on intellectual philosophy, are very untrustworthy text-books for solid and valuable culture. We need the *classics* in this department, those works that have battled with the ages and have come through victorious. Those that successive generations have not been willing to let die. Those that have been beaten with stripes, and burned in the fire, and scattered to the winds, but have again come up from the ground, the ashes, and the winds, and stand before us as they were first produced, with

comments and explanations appended perhaps, but yet recognizable for their personality and vitality. Such works have the ring of the precious metals in them. Their first principles and definitions and rules are worthy to be stored in the memory, as the germs of the scholars' future progress and knowledge; and the effort required to commit them, and to master their meaning, to discriminate as to what that meaning is, and to sound its depth, is the very best means of giving to the intellect, sharpness, activity and strength.

The department of *language* differs from the other two, though in one aspect, it covers them. In the more restricted use of it, it is the study of the words of a language, and the method by which they are formed into sentences, and discourse, so as to express thought. To have thoughts, and to be able to express them well, is one of the highest aims of true scholarship. These two things are chiefly acquired by the study of language. When acquired in a large degree they give what is familiarly known as *culture*. The *thought* here spoken of is different from knowledge of facts, or of principles. It is not something stored up in the memory. It is not an accumulation. It is rather a power to bring forth. That which is brought forth may be derived from matter which has been received into the store-house of the memory, as germs of thought. But the mind of the man of true culture works these germs over into new beings, and produces them organized according to its own structure, vitalized from its own life, and traversed in every vein and artery with its own blood. The knowledge and the natural ability of a man of genuine culture may be only ordinary, and yet what he says or writes will be of the very finest quality, and always listened to with pleasure and profit. The ideas of such a man may not be so rare, or so valuable in themselves as to be peculiarly rich, but they are nicely and accurately and justly defined, and limited, so as to stand out clearly and individually. They

have the ring of true metal, and not the indistinct clank that leaves us in doubt of what metal they are, and what is their value. What a cultured man says is clean, and bears the plain stamp of its intrinsic worth; what that worth is, is at once seen, and at its full value is current any where.

The man without culture, may be of strong natural powers, and perhaps of fine grain, but he is rough like the uncut marble. The statue may be in it, but it is unseen, and unvalued. No one admires it, and worships before it. No one not an artist can so chip off what does not belong to it, as to leave the statue outstanding and perfect. The artist can, because his thought, his idea, his conception is clear and exact. Like the block of marble is the knowledge men have. It is good in itself, contains the idea, but only the cultured man can bring out the idea in perfection. We often hear one say, "I know but I cannot tell it, I have an idea, but I cannot express it." It would be truer to say, "I have something of the matter, but my knowledge is confused and not precisely compacted, and so I cannot tell it accurately. I have an idea but it is mixed with other ideas and I cannot clearly separate it, and therefore I know not the precise words that will convey it to you." Want of the culture I speak of is readily observed by such excuses. Who ever saw Everett, or Choate, or Philips or Geo. P. Marsh, stammering under the pressure of an idea thus struggling to deliver itself? Who that has listened to these men, has not at once wondered at the common-placeness of the matter of their thoughts, and been charmed at their vividness and beauty. Neither of these men are wonderful for strength and solidness of intellect, breadth of apprehension, and correctness of long reaching conclusions. They are not law givers like Moses, nor prophets like Isaiah, nor commanders like Hannibal, and Napoleon, nor statesmen like Calhoun and Webster—nor philosophers like Plato, nor divines like Edwards, but all they are is before

yon, and all they have is usable. They charm the multitudes before whom they speak, and sway them as the forest is swayed by the south wind—to right itself naturally after the blow—no limbs torn assunder, and no roots upturned. That they are not great leaders is owing only to the lack of native strength; that they are noted above the half of men is owing to the fine culture they have attained, the polish and the shine in which they appear. And this culture is almost entirely classic culture in the department of language.

The language of a people is the store house of its thought. All that is ever known, or ever done, ever invented, or ever used, ever thought or ever tried by any people becomes stamped upon the words of a language, and wrought into its structure. In process of time that which is thus embalmed is subjected to the test and abrasion of the living forces of the world, and what is weak, or false, or corruptible, is dropped out, and that which is pure and sound endures. So as we trace the history of a language as it is used in successive ages, we learn the progress of thought and civilization, and that which lasts through succeeding ages, comes to us like the collected wisdom of the ages. So the older a language is, the longer it has been used by an enlightened people, the richer is it as a means of culture. For it contains the selected gems of thought from many generations.

The structure of language, its forms of expressing thought, are also changing, not only to express new ideas and new relations of ideas, but every educated man makes it a study to select the best forms which he finds in use, and also to invent new forms to better serve his purpose than any old ones he can find. These choice selected forms become more and more common, the new ones are tried, found wanting and cast aside, or they are found valuable and take their places as a permanent part of the language. Thus language is continually changing, when used by a thoughtful and inventive people, and, unless in

their decay or corruption is continually improving. Its vocabulary is larger, its idioms richer, and its structure purer and stronger.

Thus the student of language is introduced at once to the wisdom of past ages, its most approved thought, its finest rhetoric, and its strongest logic, its history, its sacred and public life, its discoveries, its religion and its philosophy. The careful study of the classics is thus a source of knowledge in itself. Acquaintance with the structure of a language disciplines the mind in the use of the best forms of speech to express and enforce thought. And the efforts to translate another language into our own gives exactness and force to the use of our native tongue, and at the same time greatly enlarges the students vocabulary of words, and his power to use words in the right place. In this way the study of the classics is one of the best methods of acquiring the choicest thoughts, and the best means of acquiring the power to discriminate, and the faculty to express them.

(Concluded in next number.)

THE BATTLE AUTUMN OF 1862.

The flags of war like storm-birds fly,
The charging trumpets blow ;
Yet rolls no thunder in the sky,
No earthquake strives below.

And, calm and patient, Nature keeps
Her ancient promise well,
Though o'er her bloom and greenness sweeps
The battle's breath of hell.

And still she walks in golden hours
Through harvest—happy farms,
And still she wears her fruits and flowers
Like jewels on her arms.

What mean the gladness of the plain,
This joy of eve and morn,
The mirth that shakes the beard of grain,
And yellow locks of corn?

Ah! eyes may well be full of tears,
And hearts with hate are hot;
But even-paced come round the years,
And Nature changes not.

She meets with smiles our bitter grief,
With songs our groans of pain;
She mocks with tint of flower and leaf
The war-field's crimson stain.

Still, in the cannon's pause, we hear
Her sweet thanksgiving-psalm;
Too near to God for doubt or fear,
She shares the eternal calm.

She knows the seed lies safe below
The fires that blast and burn;
For all the tears of blood we sow
She waits the rich return.

She sees with clearer eye than ours
The good of suffering born,—
The hearts that blossom like her flowers
And ripen like her corn.

Oh, give to us, in times like these,
The vision of her eyes;
And make her fields and fruited trees
Our golden prophecies!

Oh, give to us her finer ear!
Above this stormy din,
We, too, would hear the bells of cheer
Ring peace and freedom in!—*Atlantic Monthly.*

ORAL INSTRUCTION.

"Oral instruction should be used far more extensively than at present. The teacher's eye, the teacher's voice, hold and sway the pupils precisely as the orator's eye and voice hold and sway his audience. Where the instructor meets the scholar's eye and talks to him, living power passes over to the child. But the book is dead; and deader of all to children. A real teacher needs no book. A real teacher cares very little which geography or which arithmetic his class uses. Especially with the younger classes, the common method should be exactly reversed, and instead of getting their knowledge out of the book—or trying to—and being helped (perhaps) by the teacher, the children should receive their knowledge from the teacher, while the book should be entirely subordinate. Thus only can the teacher fulfill his office."

This extract contains much truth but is liable to impart error. Oral instruction is always better than written when the object in view is merely to impart information. The *living voice* is more impressive than the *dead book* and what is thus imparted is retained much longer. But the object to be gained by education, is not so much knowledge as discipline. Hence, oral instruction must not take the place of patient study, or class recitation. However "dead" the book, it contains living thoughts and immortal principles, and the scholar must search for them as for hidden treasure: for the *searching* gives discipline. To fix them more firmly in the mind and to gain the power of *expression*, the pupil must recite the lesson learned by earnest study. That teacher, therefore, who relies chiefly on oral instruction, as a means of education, robs his pupils of the greatest good. Let *study* and *recitation* do their

appropriate work, while the living voice is employed to impart instruction.

"A real teacher needs no book" in giving instruction; or if he uses one, he cares little what it is. He takes his class to the blackboard and leads them to search for principles—the *why* and the *wherefore* of every lesson, and leaves them to apply these principles to the subject before them. The *real* teacher gives no more instruction than is absolutely necessary to enable the class to go along understandingly and without discouragement.

But in one way, oral instruction may be an important means of *discipline* as well as of information. And it is believed that this idea has been too generally ignored by teachers in all our schools.

We instruct our pupils in mathematics, philosophy and language. Our object is to make them accurate thinkers, good reasoners and interesting writers and speakers. But how many teachers in Vermont have aimed to make their pupils good *hearers*? How large a number in our *educated* community are able to follow a public speaker, or appreciate his discourse? That number is comparatively small. And why? Simply because they have not been taught to *hear*. But is it not important that all should acquire this ability?

To this end, let the class be required to report every lesson of oral instruction; let them take notes after every lecture delivered in their hearing and give in their own language, a full synopsis of the argument and facts illustrating, and let this be made a prominent school exercise. And soon, the habit of fixed attention will be formed and the power to follow and understand a rapid speaker, will be acquired. Such an exercise costs much effort on the part of the pupil, and hence, is disciplinary and very useful.

O.

THE TELESCOPE.

The telescope may be likened to a wondrous cyclopean eye, endued with superhuman power, by which the astronomer extends the reach of his vision to the further heavens, and surveys galaxies and universes compared with which the solar system is but an atom floating in the air. The transit may be compared to the measuring rod which he lays from planet to planet, and from star to star, to ascertain and mark off the heavenly spaces, and transfer them to his note book; the clock is that marvellous apparatus by which he equalizes and divides into nicely measured parts a portion of that unconceived infinity of duration, without beginning and without end, in which all existence floats as on a shoreless and bottomless sea.

In the contrivance and execution of these instruments, the uttermost stretch of inventive skill and mechanical ingenuity has been put forth. To such perfection have they been carried, that a single second of magnitude or space, is rendered a distinctly visible and appreciable quantity. "The arc of a circle," says Sir John Herschell, "subtended by one second, is less than the 200,000th part of the radius, so that on a circle of six feet in diameter, it would occupy no greater linear extent than 1-5700 part of an inch, a quantity requiring a powerful microscope to be discerned at all." The largest body in our system, the sun, whose real diameter is 882,000 miles, subtends, at a distance of 95,000,000, but an angle of little more than 32; while so admirably are the best instruments constructed, that both in Europe and America a satellite of Neptune, an object of comparatively inconsiderable diameter, has been discovered at a distance of 2,850 millions of miles.—*Everett.*

WHAT SHALL BE DONE.

Teachers, did you never have some little, bright-eyed, modest, good hearted girl come quietly to your table some hot afternoon and in a subdued tone of voice, with a look of hope and doubt pictured on her face, ask, "May Jenny and I go out and study under the cherry tree? We will get good lessons and be sure to be in when the bell calls our class." Well, if so what did you do? Why you said yes, did you not? Sure you ought to have said so. Your better feelings said yes, and if you denied her request, it was because you hardened your heart. But when you let Jenny and Sarah go, did not half a dozen more come and make the same request—many who study very little anywhere; and when you refused them, the reply was, "you let Jenny and Sarah go, I should think we might go." This was the bringing up point. Now what did you do, or rather what shall be done, in such cases?—Doubtless you feel inclined to say to those who complain, "do as well as Jenny and Sarah, then you can have the same privileges." Perhaps you said, "that's my business I let those go out I have a mind to." We say *perhaps* we trust, however you do not often make such speeches. You may silence children, but to convince them of error, need a little argument. It is best to show a good and sufficient reason for all acts that may be construed into partiality. Let it be understood that privileges follow good acts and obedience, and restriction, disobedience and wrong acts, as surely and truly as night follows the day. We know of no better way to distribute rewards and punishments than this.

"But is it right to allow pupils to go out and study? Yes. If you can properly control and manage your school, you had better let them all study under the shade of some tree, or in the shade of the schoolhouse, rather

than keep them shut up in that old dingy, filthy, narrow contracted miserable old building, these hot days. You may do more. You can hear recitations out doors. We have often done this. How much interest can be infused into a school, by announcing that so long as we can have good order and perfect lessons, we will spend the time out doors. What scholar would not do his best under such circumstances. Try it, fellow teachers. You will find that children will love to come to school. They can then enjoy the cool shade and pure air, what God designed they should enjoy. Study becomes pleasant. Lessons are fifty per cent better. A happy feeling is general among all. You feel better yourself.

F. A. A.

PRACTICAL TEACHING.

NUMBER THREE.

In my last article, I spoke of a few errors in teaching reading, also suggested a few essentials in forming a good *mechanical* reader. I wish now to call attention to certain facts far more important, with the hope that I may be pardoned if I intrude upon ground occupied by the discussion at our State Association, and should chance to make some statements kindred to those presented in the very excellent and interesting lecture by Mr. Bingham.—My only excuse for so doing is the fact, that but a small portion of our teachers were so signally favored as myself, in hearing the truthful views there expressed.

There are in our schools a great number of pupils who are thoroughly versed in all the *rules* of reading, have been well and faithfully taught the *mere theory* as shown in our text-books; yet how *very few* are *truly* correct and fluent readers. Where lies the fault, is a question well worthy our consideration. I start with the broad assertion, that any child who possesses perfect organs of speech, and has ability to use them properly, can become a good reader. This will require however, very close and careful attention, skillful and thorough training, with constant and long-continued practice. A person may become a fine reader, as well as accurate mathematician, without a teacher, but none will deny that a competent instructor is an important, an invaluable aid. Very

much, therefore, depends upon the teacher, and a majority of the faults in our readers, may be justly attributed to him. In this, as in many other respects, "as is the teacher so will be the pupil."—Here too, is most forcibly manifested the truthfulness of the adage "like begets like." Hence, I maintain that a lack of interest on the part of the teacher, is the greatest hindrance in teaching reading successfully.

If the instructor appears before his class with his attention divided between the recitation, and other duties, such as solving problems, or preserving proper discipline in the school room ;—himself uninterested, inattentive and careless—in vain will he look for that interest, zeal and enthusiasm in his class, so greatly needed ; but if every other matter is laid aside, the school-room quiet, the teacher alive to his work, showing by every feature and action that the sentiments of the piece to be read are not only fully understood, but *actually felt*, portraying from the eye the spirit, the soul, and breathing from the lips the language, the very thoughts of the author, in such a manner, as to cause to pass before the mind, as reality, all the scenes and incidents narrated, the pupil will almost of necessity, catch the inspiration, will become imbued with the same feelings. Now ask the child to read the same passage, and he will do it in the same tones, with the same inflections, as the teacher. Thus, more true progress would be made in a single recitation, than by an entire term's drilling merely upon the rules and directions of the text-book. These are valuable in their proper place, but the fault is, we teach them in the wrong order. If we can only teach the sentiment and infuse the spirit of the author, in the manner stated, correct tones and inflections will naturally follow ; for they are simply the outgrowth of the feelings and the emotions.

The only thing then, necessary after the pupil can pronounce the words, is to teach him to *feel* the subject *fully*, to grasp it, at sight, in all its force and effect. How can this best be done ? Educators will of course differ, but the method which presents itself most forcibly to my mind is this. First impress upon the mind of the pupil the importance of becoming a good reader ; teach him to regard it above all other acquirements, and to bend his best energies toward its acquisition ; show forcibly and constantly what constitutes a perfect reader ; then select pieces suited to the understanding of the scholar, amusing and interesting, as well as instructive in their character ; explain the circumstances—if a matter of history, under which the words were written or spoken ; if not within your knowledge of history, draw upon your imagination and thus you will both excite the interest, and strengthen the imagination of your pupil ; this done, you may if you choose, read the selection before the class—and if you are yourself a correct reader, you have prepared your class for comparatively easy and rapid progress in the true direction. If you are deeply

interested yourself and succeed in interesting you class, the main part of the task is accomplished ; the rest depends upon the judgment in selecting pieces and in conducting the recitations, so as to maintain proper interest in the work. I have thus very imperfectly presented a few of my own ideas, and the method which I have ever found successful,—in the hope that I may help arouse many of our teachers to a more earnest, active, and heartfelt devotion to this important part of their daily work.

D. M. C.

CATCH THE SUNSHINE.

Catch the sunshine ! though it flickers
Through a dark and dismal cloud,
Though it falls so faint and feeble
On a heart with sorrow bowed ;
Catch it quickly ! it is passing,
Passing rapidly away ;
It has only come to tell you
There is yet a brighter day.

Catch the sunshine ! though 'tis only
One pale, flickering beam of light,
There is joy within its glimmering,
Whispering 'tis not always night.
Don't be moping, sighing, weeping,
Look up ! look up like a man !
There's no time to grope in darkness,—
Catch the sunshine when you can.

Catch the sunshine ! though life's tempest
May unfurl its chilling blast,
Catch the little hopeful straggler !
Storms will not forever last.
Don't give up, and say "Forsaken !"
Don't begin to say "I'm sad !"
Look ! there comes a gleam of sunshine !
Catch it ! oh ! it seems so glad !

Catch the sunshine ! don't be grieving
O'er that darksome-billow there !
Life's a sea of stormy billows,
We must meet them everywhere.
Pass right through them ! do not tarry ;
Overcome the heaving tide ;
There's a sparkling gleam of sunshine
Waiting on the other side.

Catch the sunshine! catch it gladly!
 Messenger in Hope's employ,
 Sent through clouds, through storms and billows,
 Bringing you a cup of joy.
 Oh! then *don't* be sighing, weeping;
 Life, you know, is but a span,
 There's no time to sigh and sorrow,—
 Catch the sunshine when you can.—*Home Monthly.*

AN ILLINOIS TEACHER, UPON SCHOOLS AND TEACHERS.

Before us is the report of the Commissioner of Public Schools for the County of Rock Island, Illinois. Embodying, as it does, the very excellent views of a practical teacher who has enjoyed an unusually successful experience, it possesses an interest for us rarely found in articles of the kind and furnishes suggestions that will be valuable to the teachers of Vermont, as well as those of Illinois.

The labors of a County Commissioner of Schools, when undertaken in the faithful spirit indicated by the report from which we make extracts, are by no means an unimportant element in the progress of education among the masses. The gentleman referred to reports that between the fourth of December and the twentieth of March he visited seventy-three schools, spending an average of a half day in each. Several were visited twice. His attention was "chiefly directed to the improvement of school houses and grounds; the adoption of a uniform series of text-books; the purchase of school apparatus; the correction of errors in teaching; raising the grade of teachers; awakening an interest in schools among the people; and to correcting such abuses and violations of the school-law as come under his jurisdiction."

The subjects of "school houses and grounds" and "uni-

formity of text-books have, heretofore, been pretty thoroughly discussed in our state, and the result has shown a marked improvement in both the external appearance and the efficiency of the schools. We therefore, omit that portion of the report, although it furnishes some statistics of the actual condition of the country schools in a prominent region of the north-west, that might be new to the most of our readers.

Passing to the next subject, "errors in teaching," we find many hints of universal application, too valuable to pass by. The writer includes under this head all "errors in heating and ventilating rooms; in the adaptation and arrangement of furniture; in discipline and instruction; in the neglect of professional reading; and in classification." After a general discussion of these points he proceeds with the application of his views to the individual case. We call the particular attention of teachers to the following extracts, which contain hints of the most important character, bearing practically upon the interests of every school room in the land.

VENTILATION.

The complacent indifference of teachers, parents and directors, to the subject of ventilation, is at once, the most shocking and the most barbarous evil of our schools.—Ventilation is the exception, not the rule. It is the *common custom* to keep pupils breathing the same air, unchanged and unrenewed, during each half day's session. "Fifty scholars will use and poison every particle of pure air in a room 30 feet square and 9 feet high in 40 minutes," says Mr. Bateman. What then shall be said of those schools where the mercury stands at 80 degrees mid winter in the coldest place in the room; where the poisonous and vapory exhalations from the body and lungs load the rarefied atmosphere and are condensed into rivulets upon the windows; and where a red hot stove is exhausting all the oxygen, while every avenue of supply is religious-

ly cut off? Most of the rooms are over-heated; some ranging as high as 96° Fahrenheit. Sixty degrees should be the *minimum* and 70° the *maximum*.

COMFORT AND CLEANLINESS.

Discipline and intellectual culture can only be successfully attained, by a strict regard to the personal comfort of the pupils; and it may be safely asserted that three-fourths of all the listlessness, idleness, confusion, and mischief of the school room, is directly attributable to the positive discomforts to which pupils are subjected; through gross ignorance, or carelessness on the part of the teacher, of the simplest and plainest laws of health. In one of the schools visited, not one scholar (there were 25 of them) all being seated on the lowest benches, could touch his feet to the floor. O, the aching limbs, the weary bodies, the compressed lungs, and the dizzy efforts of those little brains! Was it not a shame? Yet the gentleman who taught that school, could, by the active use of a saw and chisel for a single hour, have transformed his room into a model of comfort. He could have sawed off the legs of the benches; and cut away the support of the upper windows, so as to lower them at will; thus bringing the feet of his little disciples upon the floor, and their heads into pure air. Another school room, presided over by a gentleman, who, in his early days was a graduated physician, was filthier than a bar-room. There were coal ashes, cinders, refuse food, kindling wood, coal, coats, hats, shawls, bonnets, dinner baskets, books, slates, and all the paraphernalia of thirty five scholars scattered about the floor and desks; half a dozen large boys were spitting liquid tobacco upon the floor and stove, *with the teacher, who was setting the example for them*, and there was a thick coating of dust upon all the furniture. The visit was terminated only after the mercury indicated 78° and the atmosphere became so enervating as to render longer stay unendurable. The first duty of the teacher should be to make his

scholars comfortable. In order to do this, he should be provided with some reliable test instruments. He should have a hygrometer and a thermometer, and some simple test, as a vessel of strong lime water, to detect the presence of carbonic acid. After these prime elements of comfort, heat and moisture, have been harmoniously adjusted, and the best possible ventilation secured, discipline is an easy matter. Let the well splintered rods carelessly thrust away or ingeniously concealed, attest how little these things are attended to; and the frequent crack of the strap over the shoulders of the little ones, prove the impossibility of inhaling carbonic acid without a struggle. There are school houses in this, as well as in all other counties of this state, filled with stifled atmosphere more dangerous than that of the poison valley of Java—more dangerous, because not immediately fatal in its effects. Children do not fall dead in it at once, but go into any grave yard, and you will find skeletons bleaching that would have borne the weight of many fruitful years but for poison valleys into which they were plunged in youth, and the poor dust of those whose limbs tottered under them, when the sun of life was just reaching its midday glory, and the night was yet far off. Is that a good teacher who sends a lad home at night with his limbs half paralyzed by hanging them over the edge of a bench too high for him, and his shoulders stooped for the weary load of early consumption? Is that a good teacher who keeps his scholars so oppressed with artificial heat, that they are feverish throughout a whole term? No. He only is worthy the name of teacher, who fully understands the relations of matter and its properties to life, and the harmonious proportions in which it is mingled and adapted to the perpetuation of life.

We do not divert men from error merely by contradicting their foolish words, but by dissolving out of them the spirit of their errors.

EDITORIAL DEPARTMENT.

THE SELF-REPORTING SYSTEM.

Let it be remembered in the discussion of this subject, that one grand object of education is to secure the habit of *self-government*.

There must be in every school, a governing power based upon authority and vested in one person, the master. That power must be absolute to direct and control in all matters effecting the interest of the school. But that school government which reduces everything to *mere submission* to the governing power, is essentially defective. While the teacher retains the right and ability to control his pupils, he should so manage as to cultivate in them the habit of self-control. That habit once formed, and the great object of government is accomplished.

Now, we maintain that the *self-reporting system* tends to this result. By a well known law in the physical, mental and moral world, any power is strengthened by *use* and weakened by *disuse*. That body which has had the most systematic gymnastic training, is the most vigorous; that mind, or faculty of mind, which has been the most exercised by vigorous thinking has the most power; and the moral nature of every moral being is developed and strengthened only by *use*. And it is equally true that self-respect self-confidence and self-control, qualities so essential in the character of every citizen under a free government, cannot be secured by mere submission to arbitrary power. The self-reporting system throws the pupil upon his own responsibility, appeals to his sense of *right* and sense of *honor*, leads to self-examination and thus forms the habit of self-government. This system is *confidential*. Would the teacher make his pupils *deceptive*? Let him distrust them, let him appoint over them monitors, or watch them with a suspicious eye, and his work is accomplished. On the other hand, would he cultivate in them a conscientious regard for truth and duty? Let him confide in them and rely upon them not only for praise-worthy deportment, but to report and correct their own misconduct. Such confidence is very seldom abused; the want of it, often works endless evil in school.

The real question is, shall the teacher take all the responsibility of his pupils' conduct upon himself, or leave it where it properly belongs, upon the honor, judgment and conscience of the pupils?

If *he* take the responsibility, the pupils have only to avoid detection to clear themselves; if it rests upon them, they learn to test their conduct at a higher tribunal than the authority of a *master*. They learn to act the part of *men, citizens, immortal beings*.

Again, the self-reporting system secures the best order, with the least punishment.

And this is not a mere matter of theory with us. We have subjected the two systems to a long and faithful trial and have no hesitation in pronouncing the verdict we do. We have found that pupils are more conscientious, careful and faithful where their conduct is judged by *their own* sense of right; they are much less liable to violate the rules of school when they know they must each day, give account of themselves to their teacher. And we have found in our experience, that the necessity of severe individual punishment has diminished just in proportion to the rigidity with which the self-reporting system has been enforced. Let those opposed to the above suggestions, give their reasons.

A TIMELY CONFESSION.

September 1862.

EDITOR OF SCHOOL JOURNAL:—

I have been Superintendent of the common schools in this town during nearly three years; all of this time I have never subscribed for the Vermont School Journal myself, (although through the kindness of a dear friend I have been permitted to read it), or made very much of an effort to induce others to do so.

Now, dear sir, the above is my confession (rather too bad to have to make it) and if you will not tell your wife of it—for if wives are *maximus in minimis* they cannot keep *arcana*—I will make the following promise:—If I remain in town during the remainder of the present school year, as I doubtless shall, I will subscribe for the School Journal myself and make all reasonable efforts to procure the subscriptions of all the teachers in town and all others that I can.

Truly Yours,

G. E. S.

P. S. Perhaps there are other Superintendents in the State who would subscribe to the above, even though they may have less to confess.

QUERIES.—A subscriber requests us to answer the following questions;

1st. Ought we ever, in writing to a married lady, to use the husband's given name preceeded by Mrs?

2d. Ought the name of the town in which we reside, or our post-office address, (when they are different,) to be placed before the date of our letters?

3d. What is the correct orthography of that part of ground wheat called *kernel*, and why is it so called?

To the first, we will answer. As a man and his wife are *one*, it is proper to call her by *his* name. If it is proper to write *Mr.* John Smith, we do not see any impropriety in writing *Mrs.* John Smith. But all such titles are very *improperly* used by common consent. *Mr.* means *Master* and is properly used as a prefix to the name of a graduate of the Second Degree from some respectable College.

Rev. should be prefixed to the names of such clergymen only as have been *ordained*. We once knew a man who on receiving a letter through the post-office, with the affix *Esqr.*, took his horse from the pasture and rode four miles, to the village, to enquire if he had been appointed Justice of the Peace.

The second question is answered in a few words. If we expect replies to our letters, as a matter of course, we must give our correspondent the correct post-office address and it is much more natural to write it with the *date*, unless we wish also, for some reason, to make known our place of residence. In this case, special directions as to post-office address, should be given at the close of the letter.

The word "*kernel*" seems to be nearly related to the saxon word *cyrnel*, (a little corn or nut), the French word *cerneau*, (kernel of green walnut), the Latin *cor* and the Greek *ker*, meaning heart. We regard the orthography here given as correct and presume it is so called because it means the *core* or *heart* of the seed.

A LIBERAL OFFER.—To every person who will send us the names of *six new subscribers* to the Vermont School Journal with \$3, we will send the seventh volume *free*, and every *seventh* volume for a larger number. For *three* new subscribers and \$1,50 we will send volume III of the Journal *free*, or a copy of Gleanings from School Life Experience. With the low price at which the Journal is offered, may we not depend upon earnest efforts on the part of our friends to increase our subscriptions. Now is the time to settle the question whether the Journal shall survive the war. Shall

it live, or will the friends of our cause incur the *disgrace* of letting it die?

A BOARDING SCHOOL FOR BOYS—FOR SALE.—This school is pleasantly and favorably located; the building is in excellent repair and convenient for the accommodation of a family and *ten* boarders; it has a pleasant school-room well furnished and sufficiently large to accommodate *forty* pupils. This property will be sold, in part on time, and at a reasonable price. For particulars enquire at this office.

TOWN & HOLBROOK'S PROGRESSIVE SERIES.—We call attention to this series of Text Books as advertised in our Journal. These are books of rare merit; books that will bear examination and have stood the test of the *school-room*. They are in use already in more than *two-thirds* of all New England schools and seem to be finding their way into the other third. When a change shall be desirable in Vermont, (where these books are not already used), we recommend the introduction of Town & Holbrook's series.

OUR BOOK TABLE.

THE GRADED SCHOOL; By Wm. H. Wells, A. M., Supt. Public Schools, Chicago; A. S. Barnes & Burr, New York.

This is a book of 200 pages by one of the wisest and most gifted educators in our country, and upon a subject the most important to the interest of our schools. The *Graded* is the only true system, and if this book, as it claims, presents a Graded Course of Study combining the best elements of the different systems adopted in Chicago, Boston, New York, Philadelphia, Cincinnati, and St. Louis, it is truly valuable. Every Teacher and school officer should own a copy.

THE ATLANTIC MONTHLY.—October No. is on our table as fresh and inviting as ever. Contents, Autumnal Fruit; David Gaunt; Euphorion; House Building; Mr. Axtell; Leamington Spa; Sanitary condition of the Army; An Arab Welcome; Elizabeth Sara Sheppard; Resources of the South; The Battle Autumn of 1862.

Send \$2.50 to this office and we will forward a copy of the *Atlantic* and *Vermont School Journal* to any address for one year.

THE AMERICAN JOURNAL OF SCIENCE AND ARTS.—This valuable Journal is published the first of every second month, at New Haven, Ct., by Professors B. (and B. jr.,) SILLIMAN and JAMES D. DANA, in connection with Professors GRAY, AGASSIZ and GIBBS. Price \$5 per year.

HARPERS NEW MONTHLY for October is received. The contributors for the present number are *Robert E. Coleman, Geo. W. Curtis, Marian C. Evans, James G. Fuller, Alfred H. Guernsey, Alice B. Haven, J. T. Headly, Benson J. Lossing, D. M. Mulock, Kate J. Neely, H. E. Prescott, Samuel T. Prince, Anthony Trollope.*

We will furnish this Magazine and the Vermont School Journal one year, for \$2,50.

THE CONTINENTAL MONTHLY is one of the best of its kind. Price \$3 per year, postage prepaid, or cheaper to clubs. Address *J. R. Gilmore, 532 Broadway New York.*

GODEY'S LADY'S BOOK for October is a "rare and rich number, both in illustrations and reading matter." Address *Louis A. Godey, Philadelphia.*

ARTHUR'S HOME MAGAZINE for October is elegantly embellished and attractive every way. For \$2,50, we will furnish it one year with a copy of the Vermont Journal.

PETERSON'S LADIES NATIONAL MAGAZINE has come with its usual variety and attractiveness. Only \$2 a year. Send for it to *C. J. Peterson, Philadelphia.*

VERMONT QUARTERLY GAZETTEER No. IV., is on our table. It is a historical Magazine, embracing a digest of the history of each town, civil, educational, religious, geological and literary. Edited by *Miss Abby Maria Hemenway, Ludlow.* This number embraces a part of Caledonia county, and is embellished by a fine engraving of ex Governor Fairbanks. *Miss Hemenway* deserves a liberal patronage for the valuable service she is rendering Vermont.

THE HOME MONTHLY is devoted to home education, literature and religion. It is always interesting and safe for family reading.

THE NEW ENGLANDER is published in the months of January, April, July and October, by *Wm. L. Kingsley, New Haven, Ct.* This is a valuable Quarterly and deserves a liberal patronage.

T. B. PETERSON & BROTHERS, Philadelphia, have published *Geo. Francis Train's "Down Fall of England,"* and *Archbishop Hughes "Civil War in America."* Complete in one volume. Price 10 cents.

PATRIOTIC SONG BOOK.—A superior collection of choice tunes and Hymns, written and composed for the times. Sold at \$8 per hundred, by *Horace Waters, 481 Broadway, New York.*

CHOICE NEW MUSIC.—"We are coming Father Abraham six hundred thousand more;" "I hear sweet voices singing," "Rally round your flag boys." Published by *Horace Waters 481 Broadway, New York.*

THE MAINE TEACHER has not been received at this office for several months. We fear some evil has befallen this excellent Journal. Has it gone to the war? It had better stay at home to defend the State.

THE VERMONT SCHOOL JOURNAL.

Vol. IV. NOVEMBER, 1862. No. XI.

CLASSICAL STUDIES.—THEIR RELATIONS TO COMMON SCHOOLS.

BY REV. C. E. FERRIS.

Concluded.

The second part into which the subject given me naturally divides itself, is its *practical aspects for our Teachers*. From what has been said, will be seen the general estimation in which I hold classic culture. Holding this high view of it in mind, every scholar and still more every teacher will make it a constant endeavor to realize its advantages.

But it is not practicable to insist that every teacher in the common schools shall be classically educated, much less that every scholar in these schools shall study the ancient classics. Nor is this essential in order that all may derive advantages from classical study. Culture is transmitted from teacher to pupil, as qualities of blood from parent to child. The child takes the blood one degree further removed from the old stock, yet it will be none the less genuine, and in some cases scarcely less pure. The teacher, if his culture be pure, cannot fail to impress it on his pupils. His words, his sentences, his tones will show it. So also will his logic and rhetoric, and his opinions and his philosophy and politics and religion are very likely to be toned, and his expression of them modified by his culture.

The practical question often arises, as to how far the

teacher and the guardians of our schools should encourage pupils to study the classics. In the departments of mathematics and philosophy the question does not admit of much difference of opinion; the pupil needs to be put on the genuine classic track at the outset, and, so far as he goes in elementary study, he should be held to that track, from Numeration upwards. Mathematical text books should be adopted with chief reference to their scientific, selected, classical character, as fitted to carry the pupil upward, along the regular ascending scale of pure mathematics. I have little confidence in the text books that are prepared to simplify and make easy and attractiver these studies. Yea, if I told the whole truth, I should say I loathe and despise them. The most healthy attraction is the pleasure derived from apprehending a truth, or solving a problem. The profit to be acquired is mainly derived from the strength gained by exertion. Anything that demands less strength, diminishes the profits. Besides, the rapid advance claimed from the use of simplified books, is commonly only advance in the book, not in science. Two lads may stand before a platform two feet in perpendicular height, the one chooses to ascend it by walking an inclined plane of 20 feet, the other by a vigorous effort, stands upon it with one leap, and finds himself all the more elastic and strong for the effort; but the other may boast that he has climbed ten times as far.

So in philosophy, the best text books are not the simplest and the easiest, but the soundest, and those which give the definitions and principles in the fewest and at the same time clearest words. We are more likely to find these desiderata in the old authors than in the new, or in the old authors edited by those who have studied them thoroughly with the aid of others.

The study of languages involves other principles, and should be recommended by other considerations, except so far as our own tongue is studied as a classic. Modern

languages are studied partly for use and partly for discipline. So far as they are needed for the practical purposes of life, these purposes may properly determine who shall study them. The modern languages may be studied by those who need to use them. But the dead languages are chiefly studied as a means of culture and discipline. Sometimes modern languages are studied for the same purpose. But to make a foreign language, whether a dead language or a spoken one, useful for discipline, it must be pursued so far as to gain a critical knowledge of it, of its philosophical structure, and its nicer idioms. This cannot be done by ordinary scholars in less than several years of study. So as a general thing, all study that is pursued for a less time than this is time wholly or partly wasted. At least such time can be better employed upon the study of one's native tongue, or of sciences written in it. As a general thing I would discourage the study of the dead languages, unless they are to be pursued as far as is usually done in our highest colleges. The same advice would I give in reference to the study of French, Spanish, Italian, or German languages, unless for a person who seeks the advantage a limited knowledge of these would give in the study of the professions, as in medicine or law, wherein foreign terms often occur. The smattering of ancient or modern languages which the common schools or academies often give, because to study them is popular, or will add to the teacher's profits, is usually a mere waste of time. The profit does not come till after a course of protracted and severe study. A critical study of some of the standard, or, if you please so to call it, classical literature of our own language, would more increase the knowledge of the student, and be more productive of valuable culture.

The third part of my subject may be called the legal aspect of it, or how should our educational statutes regard the relation of classical studies to the common schools?

From the view I have taken, it will be seen that the relation between the higher and the lower culture is very intimate. All solid education, and all genuine culture must be derived, directly or indirectly, from classical study. The relation is very much like that of the spring to the broad rivers and the ocean. The one cannot exist without the other. There is a perpetual current that runs the circuit of them all. Stop this circuit and all would cease to exist, or become stagnant or corrupt. Stop the springs and the rills that run from them, and the rivers and the ocean would become dry. Annihilate the ocean, and all the broad expanse of waters, and there could be no evaporation to form the clouds, no clouds to drop rain to fill the springs, and the fountains would cease to bubble up their clear and liquid streams. So if we should shut up all our common schools, the scholars would not be found to fill our colleges. At most we should be reduced to a few classical schools, and the students in these would become as in the middle ages, a body of recluses, with little intercourse among the people, influencing them only through their fears and superstitions, and having no elevating power over the masses. Shut up all our colleges, and no pure culture and sound education will descend to the academies and through them to the common schools and families of the land. Thus culture would be lost, scholarly ambition would die out, sound literature would find a hiding place in old musty libraries, useful and elevating teachers would not be raised up, and the school houses would close one after another, and ignorance would overshadow the land, with all its perilous train. To maintain the common schools, and popular intelligence, colleges and classical education are a *necessity*. If the State would take a broad view, and a generous course of action it would encourage equally, by its oversight, and by liberal support in funds, three grades: common schools, academies and colleges. For each of these the plan of the early Fathers of Vermont provided.

Subsequent legislation and the funds of the State have done little except for the common school. But the State owes a debt of deep and lasting gratitude to those noble and generous citizens who have, out of their private beneficence and personal interest, supplied its lack of care for the academies and colleges, from which comes the vital and elevating influences, which prevent the common schools from languishment and death.

THE STUDY OF LATIN IN COMMON SCHOOLS.

It is very generally believed that no place should be given to the classics in common schools. It is said there is no time for them, and that a mere smattering such as can be got in six or nine months, is of no real value. Admitting that only six or nine months time can be given them, we propose a few suggestions in favor of introducing, at least, the study of the Latin language.

The objection lies against a wrong idea of the purpose of education, and against imperfect teaching of the language. If it is the only purpose of the common school to teach how to read, write, and cipher, with perhaps a little history and geography, and to store the mind with a few facts in addition, that is one thing. If it is the purpose besides this to awaken the mind, to rouse a spirit of thoughtful inquiry, to give a careful knowledge and practice in the use of English words, and to secure just habits of thinking, that the scholar may go forth with something of genuine character, as well as the mere ability to do certain things and repeat certain lessons from memory, that is quite another thing, and will justify the study of the classics or of anything else that shall produce such an effect. If teachers are not competent to give thorough instruction in the classics, as few now are, the demand will create a supply. The college must

furnish them to the academy, and the academy to the common school. And here it is not *quantity* but *quality* that is needed. The teacher that has studied rightly, and read in the right manner but ten pages of Latin, should be able to teach those ten pages in the right way. The old method of skimming over volumes and then if ever going back to look up carefully and critically all the particulars, is going by. True instruction in Latin, is not to hear the the scholar decline "hic," or "amo," or repeat rules from memory, as some of us old teachers did in our boyhood, sadly enough, but from the first, the lesson in Latin is a lesson of Etymology, English as much as Latin, a lesson of history or morals;—a means of awakening a truelively interest in study. A half hour may often be spent on a single word, or a brief sentence with the greatest profit, and important facts and principles lodged in a young mind that shall never be forgotten—vistas of thought thrown open never more to be closed up. In all this the practical teacher will of course adapt his language and illustration to the capacity of the scholar, and will carry out the details accordingly. But no scholar old enough to begin Latin at all, is incapable of some degree of general interest in the subject, if the teacher have the skill to call it forth. We would not, however, set those who cannot pursue the study beyond the common school, to studying Latin, till they are from twelve to fifteen years of age, so making it one of the higher studies in the proper sense of the word. It would then hold much the same place that grammar does, and would be the best sort of grammar, the best means of acquiring a true knowledge of the principles of grammar, English no less than Latin.

Let us take a few words to show in part the method—in part, because the limits of this paper will not allow an exhaustive treatment of even a few words. Take the phase "jura legesque," "jura" from "jus," root "jur," the "r" dropped before the nominative termination "s," as in the Greek language. Let us look at two points only, the meaning of the word and its English derivations. It means constitutional law or right—law as embodied in the forms of the state, a national government—as opposed on the one hand to "Fas," natural right, natural justice, independent of mere power of law or constitution, as an inherent principle in human nature—a witness therefor to the original integrity of our moral nature; and on the

other hand, to "Lex," a legal enactment, made according to the constitution, or the will of the ruling power. Here opens an opportunity for quite a lesson on morals and the nature of government.

By the addition of the letter "o" to the root we have "Juro," which means etymologically—I take an oath to promote the laws of the land, in the interest of the constitutional order of society—the only kind of oath ever admissible. Etymology is eminently *moral* in its teaching. Again "Judex," English, "Judge," the compound of "jus" and "dico" means one who speaks the law, administers law. Now from "jus," and these two Latin derivatives, we have not less than one hundred and fifty English words including in their combinations with the various prefixes, as ab, ad, con, in, and others. Now shall we have an accurate, truthful conception of the full meaning of these words, without a knowledge of the root? Otherwise they will be more or less forms, mere sounds void of real content, labels tacked on to certain things, rather than expressive to our minds of the things themselves. We can never use language with real force, unless our words are full of content for our own minds. Hence no study compares with this thorough mastery of the words we employ, as a means of securing a hearty English style.

We shall pass over the other word more briefly.—"Leges," root "leg," from the verb "lego" by the addition of the noun ending "s," made "lex." This word has a historical value. It carries us back beyond the time of printing and published forms of laws, to a period when a law, as a special enactment of the governing power was read or stated to the popular assembly. This law was some particular act the ruling power had *chosen* for the people. A large number of derivatives from this word will at once present themselves. "Que," "legesque," why "que," rather than "et?" Because of the intimate logical connection between the laws and the constitution in accordance with which they are made. No Latin writer would say "Leges juraque;" that would be bad logic. To use the conjunction "et" would put them on a level as coordinate, and might in some cases be allowable, but the natural order is the one first given.

We will cite but two other words, as significant of the moral sentiments of the Romans, better than volumes to one who would understand the moral basis of Roman life;

"Virtus" and "Mores." "Virtus," virtue, or, more truly, manliness. This was the Roman conception of virtue, simply what belonged to a man as such, never rising to the Christian conception of man as responsible to God. We have a feeling of the inadequacy of the word virtue to express the highest conception of worth, and in the better moral moods of society, it is little used. Of a similar sense is the word "mores" from "mos," a custom. The Roman notion of morals, of moral character, was then only conformity to the customs of men of note, to good usage so to speak. These two words then open to us an interior view of Roman life and character. These specimens will show in some degree, at least, the value and the use that may be made of Latin in the hands of a good teacher, even in the common school. N. G. C.

THE SOLDIER TO HIS CHILDREN.

Written in camp, after a battle, by a soldier to his children at home—

Darlings, I am weary pining :
 Shadows fall across my way ;
 I can hardly see the lining
 Of the cloud—the silver lining,
 Turning darkness into day.

I am weary of the sighing,
 Moaning, wailing through the air ;
 Breaking hearts, in anguish crying
 For the lost ones—for the dying ;
 Sobbing anguish of despair.

I am weary of the fighting ;
 Brothers red with brothers' gore.
 Only that the *wrong* we're fighting—
Truth and *Honor's* battle fighting—
 I would draw my sword no more.

I am pining, dearest, pining
 For your kisses on my cheek ;
 For your dear arms round me twining ;
 For your soft eyes on me shining ;
 For your loved words, darlings—speak !

Tell me, in your earnest prattle,
Of the olive branch and dove ;
Call me from the cannon's rattle ;
Take my thoughts away from battle ;
Fold me in your dearest love.

Darlings, I am weary pining ;
Shadows fall across my way ;
I can hardly see the lining
Of the cloud—the silver lining,
Turning darkness into day.—*Boston Transcript.*

THE RELATIONS OF SCHOOLS AND TEACHERS TO EACH OTHER.

"Subscribe for the 'School Journal?' Why, really, I don't know as I care to take it. It is intended chiefly for the promotion of the interests of Common Schools, I believe; *I* am teaching in an Academy; I shall not need the 'Journal,' I thank you!"

"Ah! the 'School Journal!' Yes, the Principal of my school sent me a few copies, but they did not particularly interest me. I prefer something of a higher literary merit, like the *Atlantic Monthly*."

"Of course, your 'Journal' must be well suited to young teachers in country schools, but *I* have had experience in a higher grade of schools; I do not think it will be of any service to *me*!"

"Really now, I think we should not be very much interested in the 'School Journal' at our Seminary.

It's a different sort of thing, you know, a Seminary from a Public School. No; *I* do not care to subscribe for it. The teachers of the Public Schools ought to read such a journal; we see how much *they* need it!"

"Write for the 'School Journal?' What in the world can *I* say to common school teachers? I, who never was in a common school in my life? I can't think of anything

so humdrum, Mr. Editor, and my ambition does not rouse as I picture my pen illumining the pages of an Educational Journal. There are scribblers enough who are always glad to preserve their moss-grown, worn-out ideas within the pages of some fossilized magazine, but *my* pen does not crave such distinction !”

And so on, to the end of the chapter that illustrates the forms of excuses met as we solicit subscriptions and contributions to the ‘Journal.’

All will recognize this spirit, this want of sympathy in the public school by one class of teachers and a consequent want of interest in the higher institution by the other.

But any teacher may, in one moment, see whence one of the greatest hindrances of his work arises; from this separation of relations which ought to be held as indivisible. Every school is dependent upon some other school. The standard of every teacher is influenced by the standard and efforts of some previous teacher of his present pupils, so that if he have the charge of thirty scholars, he is probably disturbed from the even tenor of *his* way, by the teaching of at least fifteen pedagogues, from whose influences his charge has been gathered.

The common school sends candidates forth to knock at the doors of the Seminary and College; and these, filled up from the ranks of the former, are therefore the *same class of material* as the District School, and in proportion as the teacher of the preparatory school has been a faithful and skilful teacher, will be the advance of the class in the higher department. There must, therefore, be sympathy of interests between the classes of teachers. He of the common school must *feel* that the highest educational interests rest with him, as much as with the Principal of a College. It is far more amiss to fail in the common school course of study, and send out into the world, or into our higher schools, bad readers and spellers, false principles of grammar and incorrect habits of study, than to turn out a half-formed, superficial scholar with a Diploma and College Degree.

But the teacher of the primary school should be recognized by the fraternity in advanced departments for whom he works, as a fellow worker. There should be in the latter, for this reason, a better understanding of the common school, so that by *knowing the school* they may be able to *help the scholar*.

It would benefit our whole school system vastly, if all the teachers, in the little school—houses up and down in the land, would remember they are working for other schools and other teachers, either for good or ill, as some previous ones have wrought for themselves wisely or unwisely, as the case may be.

There is no way to establish this community of interests and the reciprocal relations between teachers of all grades, without the medium of a School Journal, whose pages are open to all, and which sets forth the interests of *all* schools as *one interest*. An enlightened messenger, circulating through all ranks in society, it should open the eyes of all teachers to the wants of the profession and the needs of the people, also teaching the mass of the people to understand their schools and the efforts and needs of their servants, the instructors of the same; bringing *a'l* teachers and all classes of the community into sympathy of feeling and concert of action.

Let us hope such may be the influence of our own "Journal" that we shall soon cease to hear in our beloved state, self-gratulatory speeches from one class of schools and invidious comments from the other, and to see any separation of interests, any *secession* of one class from the established union of hearts and hands in this great work!

Dot.

A GOOD RULE AND OLD.—Avoid all high flown language. The plainest Anglo-Saxon words are the best. Never use stilts when legs will do as well.

SCHOOL HOUSES.

NUMBER VI. THEIR FURNISHING.

We come now to notice *another* important item in the furnishing of our school-houses.

The requisite here referred to relates to such provisions as may be *helpful in the study of Natural History*. It is with some hesitation that this topic is broached, since all tuition of the young in this direction, has been neglected, or at least, regarded as uncalled for, if not useless, in our common schools. The importance of the matter, however, constrains to a few suggestions upon the point in question. These are thrown out as hints—with the more confidence and freedom, from the fact that some of the most judicious friends of education in Vermont, have looked upon the introduction of the study of Natural History into our schools with favor; and since a thorough acquaintance with this branch of knowledge, must be of immense benefit to the great mass of our citizens, and would perhaps contribute, more than anything else, to the development of the internal resources of the state. It is, indeed, desirable that each have some knowledge of *rocks*, and, first of all, of those occurring in the neighborhood in which he lives. The term *rocks*, being usually understood to embrace not only formations of solid stone, but also those of earthy matter, and all the other materials which go to make up the crust of the earth; an acquaintance with them is of great importance, if we would have a proper estimate of that, on which we daily tread, and to which we sustain close relations in life. This must be evident, since such an acquaintance comprises in itself a knowledge of the nature and constituents of the soils which compose our hills and valleys, as well as of the minerals and metals found in the bowels of the earth, and usually imbedded in the masses forming our

uplands and mountains. And much of value connected with this department of knowledge, may be readily learned in childhood in every district, if the attention of the pupil be early directed to the subject, and a little time devoted by the teachers of the common school to a familiar elucidation of the points of most moment connected with studies of this kind.

Each one, also, needs some acquaintance with *plants*, and especially with such as are found in his own vicinity. In order to do this, it is not absolutely necessary for him to master all that pertains to botany, as a science. While such knowledge is in many respects requisite, in order to a full understanding of the subject in question, still, even without this insight, much important information respecting vegetable products may be acquired by every child; much useful information, in regard to the names, growth and structure of plants; much useful information indeed, which will be a source of continual pleasure and of great advantage, in the advancing years of life. A vast amount of valuable knowledge, desirable on its own account and in view of its applications, may be easily imparted by any competent instructor either with or without the use of a text-book. On any such subject, indeed, a book of reference is of great assistance, a class-manual, often an invaluable help, if not relied upon too much.

When, however, the teacher is master of his subject, instruction by word of mouth whether he adhere to a particular treatise or not, is more likely to awaken enthusiasm. But this may be attained by either course, and it is this which rivets the attention, and rouses the energies of thought. Whatever be the method, then, a great good is in the way to be secured, when the attention of the young is simply arrested, and their minds are so fixed upon the vast domain which lies before them in the vegetable world, as to lead to their careful observation of its manifold beauties and countless wonders.

Again, every one should have some knowledge of *ani-*

muls, and of those, in particular, with which he is wont daily to meet. It is well for the child, not only to know their names, but also to get an insight into their habits and organization. No one is hurt by having a clear discernment of the part, which the creatures around him are intended to play in the economy of existence. So the young, in learning what pertains to the forms of animated nature with which they have most to do, may also be led on with interest and by easy gradations to a thorough knowledge of some of the most important facts connected with the whole animal kingdom. And to all this familiarity with insects, with fishes and reptiles, with birds and quadrupeds, in their own town and country, and throughout the world, most children may be readily introduced, without a vast expenditure of time. Such researches, too, when once well begun, will be likely to be carried on during the remainder of their earthly existence. Only let the minds of the young be opportunely called to these objects, and they will become so engaged in investigations of this kind, as to prosecute them with life-long enthusiasm and advantage. In this way a spirit of enquiry may be awakened, which will not soon die. Connected with this, a vast amount of knowledge may be imparted to a whole school by any instructor, who will suitably prepare himself, and devote a little time daily to an exposition of such matters of interest in the animal kingdom, as are suited to the capabilities of the child.

This, however, suggests the desirableness of an acquaintance with *fossil remains*. All need some knowledge of the relics, which, having been preserved in the crust of the earth, have come down from a former generation, and tell us what minerals prevailed, what races of plants and animals inhabited the globe, before we came upon the stage of action. A searching after those objects of interest in Natural History, which may be found in every neighborhood, legitimately introduces us into this field of enquiry. It leads to an acquaintance, not only with mia-

erals, plants and animals as they are now, but also with them as they were in the remote past, in other words, to that branch of scientific research, which is termed *geology*. In a certain sense, the surface of every region is made up of what existed, and performed important functions on the earth, previously to the present. As all have more or less to do with the soil and rocky masses, which are thus composed of the wreck of former continents, and contain the remains of living creatures which once flourished and in passing away prepared for the present state of things, each needs to gain such knowledge of them as his circumstances will allow, if he would rightly understand the earth as it now is. A judicious reference to points of this sort, on the part of the teacher, will lead the pupil to a familiarity with the various formations constituting the crust of the globe, with the mineral substances, as well as the vegetable and animal structures, which are formed in it, with the nature and constituents of the soil, from which all our food directly or indirectly springs, and thus to a knowledge of many things, with the uses of which it is of vast importance that all be acquainted.

Now, that which every school-room needs, in order to the realization of these important ends, is help towards the *formation of a cabinet of Natural History*. A few conveniences relating to this, will greatly facilitate the study of nature amongst the young. The successful prosecution of enquiries of this kind cannot usually be made without a collection, comprising more or less of those objects of interest, some of which are readily found in every neighborhood. Such, indeed, as make no collection of specimens illustrative of Natural History, are not likely, and seldom attempt to push their investigations very far. With a view to the advancement of enquiries of this kind, there is accordingly, a demand for several articles in the furnishing of our school-rooms, which do not ordinarily receive attention. These need be at first only of the

simplest construction—a few shelves, draws or cases, which being procured at trifling expense will serve as the safe repository of whatever objects of a natural, historical kind may be collected by the teacher and his pupils. If, at the start, a single set of shelves be specially devoted to such a purpose, if it be understood that those who have charge of our schools are expected to prepare themselves to give some instruction, orally or otherwise, in these great branches of knowledge, and if they be encouraged resolutely to be set about the work, a taste for Natural History will soon make its appearance in every neighborhood, and a new impulse be given to a department of enquiry, which tends, more than almost any other, to benefit the whole community, by leading to the discovery of the hidden wealth of our hills, the intelligent cultivation of the soil, the skilful application of honest industry, and thus to the profitable employment of the great natural resources of our State.

J. B. P.

INTELLECT TO ORDER.

If teaching alone, the mere imparting of instruction, formed the burden of the teacher's labor, the profession might still entail unlimited responsibility and arduous toil, but these accompanied by their own compensating results, would, nevertheless, render it a sustaining and satisfying profession.

"If"? exclaims the boarding school graduate, just about to launch upon the "untried waste" of perils in an "assistant's" bark; who deems the hardships of the career to have been overcome in the struggle to "prepare for teaching." "Has a teacher not *enough* to do in giving instruction to classes, and in the preservation of the general order of the school? Is something more [required of us?]"

"More, aye, much more," we may answer. And chief among the duties tacitly embraced in the *role* of every teacher, is this imposing one, the manufacture of Intellect.

Every school-room may perhaps be illumined by the presence of one or two of those gifted ones who walk by their own mental light, and under the inspiration of that intellectual power, sweep on from principle to principle, glean in the pleasant valleys of general intelligence, delving in the deep recesses of hidden wisdom, or straining every nerve to win the lofty summits of immortal thought. But our *classes* are not composed of such pupils. In these, the *non-intellectual* form the majority; those commonplace boys and girls, who, the more closely they are studied, prove remarkable for nothing in particular; whose eyes have never sparkled with the visions of a richly-stored imagination, whose faces have not been lighted up by the play of thought or the inspiration of genius, but who, like unripe fruit, are neither one thing or the other, awaiting the operation of external influences and the development of internal forces to testify what they shall be.

And it is a noticeable fact that the expectations regarding this majority of our pupils are not a whit behind those entertained for the genius and the brilliant intellect. Few parents and friends are prepared to see one in whom they are interested fall behind any other in the same class. It is invariably held as the fault of the teacher, the result either of neglect, partiality or incompetency. And in all examinations of pupils, whether public or private, it is understood that there must be no failure from a common standard. A few may rise above that standard, but none must fall below it.

What, then shall we do with this dull, sheepish boy, whose sun-burnt hair falling over his eyes, shades a forehead in which the perceptive faculties are wholly undeveloped? What, with that restless girl whose physical activity, and pleasant ways render her an object of inter-

est and a leading spirit of mischief in the school, but whose powers of concentration, investigation and analysis are not sufficient to give her a position in any class?

This is the practical point reached by every teacher. And the only answer to these questions is, "We must set ourselves to making "bricks without straw," or we must first prepare our straw,—we must *manufacture* Intellect." If not intellect of the genuine sort, yet something that will act in its stead and pass with the world for sterling coin. Nor is this so irreverent a suggestion as some may be inclined to assume. For education not only develops the real capacities of the individual, but *imparts* qualities which will admit of being impressed into his service to accomplish what Nature failed to make sufficient provision for. Neither are we to infer that this appendix to the natural abilities is limited to the favored few. Our various circles in society, and all the important positions in life are filled by persons who lay some claim to superiority of ability and attainment. Every man is remarkable for something, and he assumes, especially, to be a *knowing* man. He possesses eminently the power to judge critically the administration of the government under which he enjoys distinguished privileges, to criticize the military career of our ablest generals, their conduct of campaigns, and their management and movement of large armies, and to give opinions upon books and authors indiscriminately, as well as to find frequent fault with the best ideas of educators, and the working of the most complete 'systems' in our schools. Now are we to suppose that all these men and women about us, editors, professors, teachers, lawyers, &c., were *all* the "shining-lights" of the school room, in their juvenile days? Nay, somebody has furnished the society about us with intellects to order; and society and its interests demand of all practical instructors, not only the cultivation of the brilliant intellects that occasionally stray into the schoolroom, but wherever these are wanting, the manufacture of a good, substantial

article, that will endure "the wear and tear" of life, and suffice for all its duties and exigencies.

And such is the measure of success often achieved in this line, that the manufactured or educated intellect excels the more showy endowments of genius, in efficient, well-applied effort, and in maintaining a healthy balance of character.

This obligation of the teacher renders the process of "preparation for teaching" of which so many speak so lightly, a work of infinite effort outside the class-room and the library. Of the branches of study in which extraordinary professorships ought to be instituted for the purpose of *making teachers*, the most important are, self-knowledge, the study of human nature, the comprehension of the workings of the youthful nature, particularly those of mischievous youth, and sympathy with the inconsiderate and ignorant. We want a vast improvement in this respect in the fitting of teachers, the majority of those now filling the highest seats in the profession, having no just apprehension of the particular thing needed.

But even though there ought to be an upward movement in this respect, do parents realize what *kind* of work teachers are even now effecting for their families?

Do they ever see the naked truth that there was no mental power in their households, until the school absolutely made it and the teacher *forced* it upon individual pupils? If this were seen by our good friends, the lawyers, doctors, merchants, &c., who depend on us to breathe the spirit of life into the children that are to form the adornment of their homes and the solace, and perhaps support, of their own declining years, they would come forward to the support of every effort made to promote this work, whether it be a system of the State or the measure of a single teacher.

When parents feel that the teacher makes the respectability of the family; when society acknowledges what it owes to the profession pedagogic, by which all its orna-

ments have been polished ; when the teacher is known, and knows himself, as the *maker of the Intellect* of the land, then will he fulfill his high ideal of what he must be and do, and the path in which he walks will be no longer hedged up by the fretful growth of narrow ideas and culpable neglect.

Dor.

EDITORIAL DEPARTMENT.

OUR HOME GUARD.—The *Women* of Vermont are our Home Guard. Seventeen thousand of our men, young and middle aged men, the bone and sinew of the State, have gone to the War ; have gone to fight for the rights and blessings of free government,—for the institutions bequeathed to us by our revolutionary fathers,—for our Schools and Churches from which flow the life blood of the nation.

The rebellion has drawn heavily upon our physical and intellectual strength ; it has removed from many homes those who have been relied upon for counsel and support. Hence, the question arises, who shall supply their places and discharge their duties ? We must rely upon the increased energy of those who remain at home. And in many departments, the *wives, mothers and sisters* of our brave soldiers must assume this responsibility and perform the work.

Our Educational interests must suffer much in consequence of the War. Not only must the burden of additional taxation be borne, but the loss of many pupils from our Academies and Colleges, and of many teachers from our common and higher schools. And what shall be done to meet the emergency ? Can we safely relax our efforts ? Can we neglect so great interests, at such a time as this, and not prove recreant to our State and Country ? The educators in Vermont are enlisted in the same cause as the soldiers in the field. We too are fighting the battles

of our common country, for the perpetuity, yea, for the very existence of free institutions. It is no more important that we gain victories on the bloody battle-field, than that we sustain the interests of education in our own community. This is a conflict of light against darkness, and it will result either in that despotism which will crush out intelligence from the public mind, or in that freedom which will plant the common school upon every hill-top and in every valley over the surface of our whole country, and will sow broadcast, the seeds of knowledge and virtue, without which a free government cannot be sustained.

It is therefore the imperative duty of every friend of education in the State, to sustain by whatever effort and sacrifice necessary, the interests of our cause. Our educational meetings should not be less frequent nor less interesting than formerly; the appropriations to sustain our Public Schools should not be diminished one farthing; the Superintendents appointed and Teachers employed should be only those whose qualifications fit them for their positions; our School Journal should find its way into every town, district, and family in the State.

We cannot afford to relax our efforts or diminish our contributions at this crisis. They are more necessary now than ever before. If our Legislature should attempt the present session, as heretofore, to economise in this direction, all who sustain such a measure, will expose their ignorance and stupidity. We trust that Col. Thomas will do better service for his country at New Orleans, than he did at Moutpelier, and we sincerely hope that his mantle will not fall upon his successor.

Our *Home Guard* have an important work to perform; and as already intimated, the *Women* of Vermont have now new responsibilities to sustain. There must necessarily be a large increase of Female Teachers in our public Schools.

We call upon these Teachers to prepare themselves for this new demand upon their service. If they are properly selected and enter upon their duties with becoming zeal, our schools will suffer nothing by the change. We believe in the utility of employing females to manage and teach even our *Winter* schools. They should be well qualified, liberally paid, provided with *one* home near the school-house, and encouraged by the co-operation of their em-

ployers. We shall then not only be able to sustain, but to *improve* our Schools during the war.

We believe in the ability of Woman to accomplish any good work. Hence, we appoint every Female school Teacher in the State, as an *Agent* for the Vermont School Journal. If they will accept the appointment, we shall need but little further aid to secure for the Journal the desirable circulation. Let each Teacher send us her own and one more name, with *one dollar*, for two Copies of the Journal for 1863. Any one who will send us \$3, will be entitled to *seven* Copies for one year, and in the same proportion for any number. For \$1,50, we will send three copies of Vol. V., and one copy of Vol. IV., or a copy of *Gleanings from School Life Experience*, (worth 38 cents.)

Ladies, will you aid us in this enterprise? We ask it not for ourselves, but for the cause. We are willing to spend all the time we can spare, in editing the Journal, *without compensation*. Will you not each obtain at least *one* new subscriber? If all should do even that small service, the Journal would be well sustained. We simply wish to place our *Home Guard* on duty.

Q WE NEED TO KNOW by the first of Dec. next, positively, whether the Friends of Education in Vermont desire to have us continue the publication of the School Journal. They *say* they do, but the question is to be decided by the number of subscribers secured for Vol. V. We trust that all our old subscribers will renew their subscriptions. If any decline to do so, we request to be informed of the fact by the first of December. If not so informed, we shall continue to send the Journal to old subscribers.

"PAY UP!" "PAY UP!" for the Journal. Long ago we advanced the money you owe us, for printing. Send in the amount due, without delay.

READ THE ARTICLES of Rev. Mr. FERRIN and Prof. N. G. CLARK, in the present number of the Journal, on the "Study of Latin in Public Schools." You have here both sides of the question.

WHO CAN FAIL TO SEE IT?—The Penn. School Journal in commenting upon *our* Journal, says "The very low rate at which it is put, would seem to place it in the power of every Teacher in the State to be in possession."

Another exchange pays us a very handsome compliment, but says in connection, that our "Journal is devoted to the *Editorial* interests of the State." We must confess that *we* "dont see it."

TEACHERS' INSTITUTES.

Teachers' Institutes for the Counties of Franklin, Chittenden, Lamoille, Washington, Orleans, Caledonia and Essex, will be held as follows, for 1862:

At Fairfield, Nov. 4—6; Westford, 7—8; Stowe, 11—12; Calais, 14—15; Glover, 18—19; Waterford, 21—22; Guildhall, 25—26.

The Institutes will each continue in session during two days, with a Lecture on the evening preceding each and on the evening of the first day of each Institute.—The day sessions will begin at 9 o'clock A. M. All friends of Education are invited to attend, and as punctually as possible. Clergymen are respectfully invited to give notice from their Pulpits. Town Superintendents, as co-agents of the State, are earnestly requested to notify Teachers, and urge their attendance, and also to notify Clergymen. Teachers are reminded that time spent by them in attending the Institute of the County where they teach, is, by law, considered to be spent in the service of their schools, and so is not, in any sense, *lost*. What character our Common Schools shall aim to impress upon the children of the State is a question of very apparent importance in these times so full of peril to our country.

J. S. ADAMS, Secretary.

THE ANNUAL MEETING

OF THE WASHINGTON COUNTY TEACHERS' ASS'N. will be held at Waterbury, Friday and Saturday, Nov. 14 and 15.

ORDER OF EXERCISES:—Friday Forenoon. Organization at 10 o'clock. Discussion,—The true importance of Primary Schools.

AFTERNOON.—Discussion,—Object Lessons,—Their Importance and Extent. Essay,—Miss Emily F. Willey, Waterbury. Lecture,—Mr. George F. Smith, Washington.

EVENING.—Discussion,—Spelling—Some of the Modes of Teaching it. Lecture,—Rev. O. S. Senter, Berlin.

SATURDAY FORENOON.—Election of Officers. Discussion, A School Journal—Its Necessity. The duties of a teacher to his Profession.

AFTERNOON.—Discussion. Essay,—Miss Weltha R. Green, Waterbury. Lecture,—Rev. A. B. Dascomb, Waitsfield.

Superintendents of Schools are requested to extend this notice to the Teachers and friends of education in their respective towns. In behalf of the Directors. J. S. SPAULDING.

SPRINGFIELD WESLEYAN SEMINARY AND FEMALE COLLEGIATE INSTITUTE.—Rev. M. C. Dean, Principal. Prof. E. Locke, has charge of Music Department. Military Department and Gymnasium in successful operation. Fall term quite full we learn. Winter term begins Nov. 27th.

BARRE ACADEMY had over one hundred pupils, Fall Term.—Winter Term begins Nov. 27.

ST. JOHNSBURY ACADEMY.—Successful for the times. Winter Term begins Nov. 26.

From *Peacham, Randolph, Chester and Woodstock Academies*, we have not heard. We know the Principals; they need no guardianship.

Rev. Mr. Worcester's Ladies' Seminary, we learn is entirely full. From *Rev. Mr. Converse & Smith's schools*, we have not heard of late; hope they prosper.

Glenwood Ladies' Seminary has 125 pupils, of whom 85 are Boarders. Winter session begins Jan. 2, 1863.

OUR BOOK TABLE.

GREENLEAF'S NEW ELEMENTARY ALGEBRA; 12 mo. 24 pp. This is not an abridgment of the Author's large Treatise, but an entirely new work. It is got up in the publisher's usual good style. The subject matter seems to be well arranged and adapted to the class of students for whom it was designed. The book leaves marks of its author's peculiar method and ability, and will doubtless prove acceptable to those who design to study only a limited treatise on this subject and those who believe in using two books.

THE CONTINENTAL MONTHLY: From the November number we learn that the Continental is now controlled by some of the most eminent men in the country. Among those who contribute to its pages, are Hon. F. P. Stanton, Chas. G. Leland, Edmund Kirke, Richard B. Kimball and Horace Greeley.

Address "Continental Monthly," New York.

HARPER'S NEW MONTHLY, completes its twenty-fifth volume with the present number. For \$37,50 complete sets bound, may be purchased.

Harper's Monthly and Weekly, sent to any address for \$4. Harper & Brothers, New York.

GODEY'S LADY'S BOOK: If the November number is a specimen of those which are to follow in 1863, all the ladies will be safe to send in their subscriptions to L. A. Godey, Esq., Philadelphia.

ATLANTIC MONTHLY.—The November number is on our table. Contents:—Wild Apples; Life in the Open Air; Louis Lebeau's Conversion; The Developement and Overthrow of the Russian Serf System; Mr. Axtell; At Syracuse; Methods of Study in Natural History; Blind Tom; Kindergarten—What is it? A Picture; Two and One; The New Atlantic Cable; The Cabalistic Words; Conversational Opinions of the Leaders of Secession; The Hour and Man; How to Choose a Rifle; The President's Proclamation.

ARTHUR'S HOME MAGAZINE, lays well grounded claims for an increased subscription list for the next year. The November number is a good advertisement. T. S. Arthur & Co., Philadelphia.

THE FIFTH SEMI-ANNUAL REPORT of the Superintendent of Boston Public Schools, contains not only much statistical information, but many important facts and suggestions as to the working of the Graded System of Schools in that city. We thank our honored classmate and friend, Mr. Philbrick, for a copy.

PETERSON'S MAGAZINE offers liberal prizes to Clubs for 1863. Address C. J. Peterson, 303 Chestnut street, Philadelphia.

A BOARDING SCHOOL FOR BOYS—FOR SALE.—For particulars enquire at this office.

THE VERMONT SCHOOL JOURNAL.

Vol. IV. DECEMBER, 1862. No. XII.

"SEND ME A STRONG RECOMMEND."

The following interesting correspondence will explain itself. It will apply to this latitude as well as Ohio, from whose "Educational Monthly" it is taken. Ed.

—, September 16th, 1861.

HON. ANSON SMYTH, *State School Commissioner* :

DEAR SIR: I have concluded not to remain in — longer. On account of the high taxes caused by the war, our Board of Education has concluded to reduce the salaries of teachers, and to cut mine down to five hundred dollars. I cannot support my family on less than my old salary—six hundred. I must find another school as soon as possible, as I cannot afford to be idle. Can you speak a good word for me in some place where they want a principal of a High School, or any other similar position, where the salary would be at least seven hundred dollars? I do not like to trouble you, for I know you have your hands full; but if you know of any vacancy, please inform me of it. As I met you at two Institutes in this county, and as you once made a short visit at my school, you must know something of my qualifications. I have taught for five years, and, though I say it myself, I have always had good success. If you do not know of a place where you can get me in, please send me as strong a recommendation as you think I am worthy of, as it will be of use to me in getting a school.

Respectfully, your obedient servant,

OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, OHIO, September 19, 1862. }

—, Esq:

Dear Sir: Yours of the 16th instant is before me.

During the six years in which I have held the office of Commissioner, many hundreds of letters have been received, requesting my assistance in securing positions in the schools of our State. In a good number of instances it has been in my power to render the help requested. But in a very large majority of cases it has been my unpleasant duty to reply to applicants, that I knew of no vacancies such as they would be pleased to fill. Whenever a desirable situation in our schools becomes vacant, it is at once applied for by teachers in the vicinity; and some one secures the place. A thousand teachers have sought schools through me, while not more than fifty schools have requested me to furnish them teachers.

But to be entirely honest and frank with you, sir, I am obliged to say that I could not aid in securing you a position, were it in my power; nor can I send you the "recommend" (recommendation) which you solicit. This may surprise you; and though it is not a pleasant task for me to perform, I will briefly state my reasons.

You mention that I "once made a short visit at my (your) school." I have a distinct remembrance of that visit; and though it did not exceed an hour, it made impressions which forbid that I should recommend you, as you desire. I was led to the following conclusions:

You are not a good Teacher. I do not doubt that you are as good as one-half of the teachers of Ohio, or of any other State. Indeed, I judge that you are the superior of many of our teachers. Still, I could not recommend you as qualified for so responsible a position as you seek. I trust that in our High and intermediate Schools there are not very many teachers whose qualifications are not superior to yours.

When I entered your school, you were hearing a recitation in the history of England; Pinnock's Goldsmith being the text-book. You made constant use of the book, seeming to be entirely dependent on it for ability to ask questions. You did not seem to understand the business you had in hand, and were ignorant of what your pupils were expected to know. A subsequent recitation in Geography was conducted in much the same way. You asked questions from the book, reading those found at the bottom of the page. In neither recitation did you make use of the excellent maps with which your room was furnished.

Now, my dear sir, you may reply that you have known other teachers do the same thing. So have I, thousands of them. But I have always looked upon the practice as a sure exponent of the ignorance or laziness of those teachers. I do most sincerely judge that conducting recitations in this manner, in Geography, History, and some (not all) other branches of study, is proof of unfitness for teaching. I have not time to state fully my reasons for this opinion, but they are so patent that a very little reflection will reveal to you their nature and propriety. What would you think of a general attempting to direct the movements of his army, in time of battle, by a constant reference to the volume of Tactics which should stand braced aslant on the pommel of his saddle?

I was not at all pleased with your government, or discipline. Your school was obstreperous, as the result of your own rough and vociferous manner. I never knew a noisy teacher who had a quiet and orderly school. You were all the while enunciating "general orders," which your boys, the legitimate little "sons of thunder," treated with uproarious indifference. Long experience had taught them that sin and suffering do not, in your school, sustain the relation of cause and effect. It is true that you did whip two boys while I was there, but you threatened the same punishment in twenty other cases, in which the infliction did not follow. A teacher who is profuse in commands and threatenings, will always and utterly fail of securing the respect and obedience of his pupils.

Think not that I disapproved of your whipping but two of the twenty whom you threatened with that penalty. Far from it. The whippings I thought too many. I am not prepared to say that the rod should *never* be used in school; but I will say that the teacher who finds it necessary to use it daily, or even weekly, demonstrates his unfitness for school government. I would not say that no boy should, under any circumstances, be flogged in school. There may be rare and extreme cases in which the rod may work the cure which other means have failed to accomplish. But I have observed that the worst-governed schools are those in which the most whipping is done. Its frequent repetition tends to brutalize and deprave, rather than subdue and reform.

The wise, thoughtful and self-governed teacher will devise and adopt measures for securing obedience which are

a thousand times more effectual than all the rods and rawhides, clubs and cudgels, ever wielded since Cain killed Abel. One teacher governs by brute force; and his school is a model of disorder. Another rules by the force of his own superior wisdom, tact, self-control, and moral power; and his pupils every day learn to govern themselves.

But should the dire necessity of whipping arise, it is better that the execution should be had without much previous threatening. The pupil should be fully informed that intentional and persistent disobedience will receive its due punishment; but its *kind* and *manner* he should be left to learn from experience. If its form is not what he did not anticipate, it will be all the more effective. And besides, the teacher can thus act in individual cases according to the individualities of each. "I must do so because I said I would," is expressive of weakness, or wickedness, or both.

But what I most of all disliked in your school was the store of whips with which you had supplied it, in the expectation of having use for them. This practice is abominable! It is equivalent to a declared expectation that the pupils will deserve terrible punishment; that the teacher has no confidence in them. It is also an acknowledgment on the part of the teacher, that he has no ability for governing his school, except in the way of brute force.

The sheriff who, upon his election, should erect a gallows at the county seat, in the expectation that the people would deserve hanging, would be esteemed, by an insulted and indignant public, fit only for the death which he had provided for his neighbors.

I noticed other things in your school which I did not approve, but which I have no time at present to specify. I am, however, constrained to say, that should your boys become close imitators of all the habits and practices of their teacher, their society will not be much sought for by people who are at all particular in regard to tidiness or good manners. To mention but one thing in this direction: the floor in front of your seat was bespattered with saliva which bore sickening testimony to your use of a certain disgusting narcotic.

Now, sir, you may think me severe and unkind. But I am sure that I am not. I would most willingly do you any favor which would not be doing the public an injury.

Yours truly,

ANSON SMYTH.

THE REGULAR COURSE OF STUDIES

In our public schools must not be extended. We must require more thorough instruction in the elementary branches. Teachers must be more thoroughly drilled and be made to feel the importance of spending more time and strength in drilling their pupils, in Reading, Writing and Arithmetic; in Geography, History and practical Grammar. No higher branches should be allowed in the common school that will divert the attention or consume the time which should be bestowed upon these.

But those of our pupils who can never enjoy the advantages of the Academy or Seminary, must remain very deficient on many subjects connected with a practical education, if these higher branches are excluded. The Chemistry, Philosophy and Physiology of common life, should constitute a part of every one's education. Should not all understand the properties of the air we breathe and the water we drink, with their relations to health and life? Should not all be acquainted with the nature of the soil we cultivate and the plants we rear, since from these we derive our sustenance? Should we not know the qualities of the bread we eat, the sweets we extract, the liquors we ferment, the narcotics we indulge in,—as health or sickness, life or death, depend upon our knowledge or ignorance of these facts and the principles upon which they rest? Is it not important also that all understand the functions of the lungs and heart; why we breathe and why we digest, and why life's red current flows its endless round of circulation? Should not every one be familiar with the laws of his own being and the laws of health? And how many of the common facts upon which depend our convenience and success in life, are the result of philosophical principles. And may our pupils leave the school and enter upon the trade or profession, entirely ignorant of these principles?

But Chemistry, Philosophy and Physiology, cannot be generally introduced in our Common Schools, with an additional text-book and course of daily recitation. There is no time nor place for them, without interfering with the still more important branches. What then can be done to overcome the difficulty?

I answer, much may be done by the introduction of a course of familiar lectures, or oral lessons, during each term of the school. Such a series of lectures occupying no more than fifteen minutes a day, would impart a vast amount of useful information on these subjects and result in many other positive advantages to the school.

Every experienced teacher has felt the need of some general exercise in school, to afford the pupils relaxation from study, and give variety. The familiar lecture is admirably adapted to this end. It may be introduced at the opening of the school, and be made so interesting as to cure the evil of tardiness. It may come at any time when the school, wearied by hard study or vexed by the tiresome monotony of every day life, has become disorderly and troublesome. Such an exercise at such a time, would not only detract nothing from the successful prosecution of other branches, but would infuse new life and vigor into the classes and impart new ability to learn other lessons.

The pupils should be required to take notes and remember all the facts brought out in such a lecture or oral lesson. This serves to fix the attention and aids in forming the important habit of following a public speaker in his discourse.

This course of lessons may embrace a vast variety of subjects and constitute a new department in the school, and yet, in no way, interfere with the work to be accomplished in the other departments. Yea, as we have seen, it adds new interest, infuses new life into the school, and thus aids in securing order and progress. It opens a

new field of investigation and imparts much useful knowledge that would not be secured in any other way.

Moreover, it is entirely practical. Any teacher of common schools who has suitable qualifications, may adopt this method of instruction, and at once, realize all its advantages. Try it fellow teacher. O.

THE PATTERN OF LITTLE FEET.

Up with the sun at morning,
Away to the garden he hies,
To see if the sleepy blossoms
Have begun to open their eyes.
Running a race with the wind,
With a step as light and fleet
Under my window I hear
The patter of little feet.

Now to the brook he wanders
In swift and noiseless flight,
Splashing the sparkling ripples
Like a fairy water-sprite.
No sand under fabled river
Has gleams like his golden hair,
No pearly sea shell is fairer
Than his slender ancles bare:
Nor the rosier stem of coral
That blushes in ocean's bed,
Is sweet as the flush that follows
Our darling's airy tread.

From a broad window my neighbor

Looks down on our little cot,
And watches the poor man's blessing—

I cannot envy his lot.
He has pictures, books, and music,
Bright fountain and noble trees,
Flowers that blossom in roses,
Birds from beyond the seas:
But never does childish laughter
His homeward footsteps greet,
His stately hall's ne'er echo
To the tread of innocent feet.

This child is our speaking picture,
A birdling that chatters and sings,
Sometimes a sleeping cherub—
(Our other one has wings),
His heart is a charmed casket,
Full of all that's cunning and sweet,
And no harp strings hold such music
As follows his tinkling feet,

When the sunset of glory opens,
The highway of angels trod,
And seems to unbar the city
Whose builder and maker is God;
Close to the crystal portal,
I see by the gates of pearl,
The eyes of our other angel—
A twin born little girl.

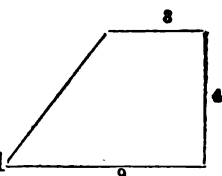
And I ask to be taught and directed,
To guide his footsteps aright,
So that I be accounted worthy
To walk in sandals of light,
And hear amid songs of welcome,
From messengers trusty and fleet,
On the starry floor of heaven,
The patter of little feet.

Journal of Education.

ARITHMETICAL PROGRESSION—DISCUSSION.

An ARITHMETICAL PROGRESSION is a series of numbers varying by a constant difference.

	(1)	(2)	(3)	(4)
(1)	3	= 3	= 3	111
(2)	5	= 3 + 2	= 3 + 2	111 11
(3)	7	= 5 + 2	= 3 + 2 + 2	111 11 11
(4)	9	= 7 + 2	= 3 + 2 + 2 + 2	111 11 11 11



Look at column number one: observe that 5 is greater by 2 than the term before it, observe the same of 7 and of 9. This then corresponds with the definition of an Arithmetical Progression, for that reason we know it is an Arithmetical Progression.

Look at column number two; observe that each term after the first is obtained by adding 2 (the c. d.) to the preceding term.

Look at column number three; observe that the second term is composed of the first term and the c. d.; the third term of the first term and twice the c. d.; the fourth term of the first term and three times the c. d.; i. e. each term is composed of the first term and the c. d., taken a number of times one less than the number of the term. Look at the column of ones; observe that here are represented the units of the several terms of the progression.

Look at the diagram at the right, it represents a board four feet in perpendicular height upon the paper, three feet wide at the top, and nine feet wide at the bottom, its height corresponds with the number of terms in the series, the width at the top with the first term, the width at the bottom with last term of the series.

Now what can we learn about an Arithmetical series? From column number two we learn, that, having the first term of a series and the c. d. given, we can make up the

series by adding the c. d. to the first term for the second, to the second for the third, and so on.

From column number three we learn:—

1. That we can find any term, having given the number of it, the first term, and the c. d.; for any term contains the first term and the c. d. taken a number of times one less than the number of the term.

2. That having a term, the number of it, and the c. d. given, we may find the first term; for any term contains the first term and the c. d. taken a number of times one less than the number of the term; then take away the c. d. as many times less one as there are terms, and we have the first term.

3. That having the first term, last term, and number of terms (number of the last term) given, we may find the c. d.; for from the last term, take the first term and we have left the sum of the c. d.'s; but these are one less than the number of the term; then divide this sum by the number of terms less one and we have the c. d.

4. That having the first term, last term, and c. d. given, we may find the number of terms; for from the last term take the first term and we have the sum of the c. d.'s; divide this sum by the c. d., and we have the number of terms less one.

5. That having the first term, last term, and number of terms given, we may find the sum of all the terms for comparing this column with column number 4, and with the diagram we see that the series is composed of a number of rows of units varying in regular order, in which we have to take one half the sum of the units in the extreme rows to find the average number of units in a row, which we multiply by the number of rows to find the whole number of units; or that the series corresponds with a board whose edges are straight but whose ends differ in width, to find the surface of which we multiply half the width of the two ends by the number of equal units it is in

length; then add the extreme terms and multiply half the sum by the number of terms.

We have here considered five things besides the formation of the series; other questions in reference to an arithmetical series may be referred to one of these five heads and need no discussion. We have considered only the ascending series, for whoever has mastered this, can handle the other at will. E. C.

THE GREATEST COMMON DIVISOR.

No subject in elementary mathematics is beset with more annoying difficulty than the method of finding the greatest common divisor of two or more numbers. It sometimes bothers good scholars a long time after they have put away such studies. The point of the difficulty is to apprehend clearly the conclusiveness of the reasoning which proves that the common divisor obtained, must be also the *greatest* common divisor. In discussing briefly the best method of explaining the subject, it is taken for granted that the pupils understand that a number is the greatest divisor, (or measure) of itself; that if one number divides another exactly, the first will divide any multiple of the second; that a divisor of two numbers is a divisor of their sum or their difference. It remains to show that the greatest common divisor of two numbers will divide the remainder, if one is not an exact divisor of the other. This can be best stated in algebraic form.

Let M & N be two quantities whose common divisor is sought, Q their quotient and R the remainder which may be zero, or any quantity less than N , the divisor.

Then we have the equation $M = NQ + R$. If $R = 0$, N will be the greatest common divisor of M & N .

If $R > 0$ then $R = M - NQ$. Whatever divides N , divides NQ . Therefore a common divisor of M & N is a common divisor of $M - NQ$; also it will be a common divisor of $M - NQ$ or R . Therefore the greatest common divisor of M & N is the greatest common divisor of N & R , and vice versa. The same reasoning will hold if it is necessary to repeat the process and we have $N \div R = Q + R$.

In applying this method in arithmetic, there is some obscurity,

but it can be managed thus :

Required the greatest common measure of 9 & 30. 30 consists of 3 nines, and 3, remainder. If 30 contains 9 exactly, 9 is the answer, but if not, then the divisor of three 9's and 3 will be the same as the divisor of one 9 and 3, i. e. 3.

But by far the neatest and most elegant method for solving such problems is by means of factors. It must be thoroughly explained at the outset that no number will measure two others unless it is a factor in both or contains factors common to both. Then the greatest common divisor of two or more numbers is the *product of all the prime factors common to both or all*. Thus take the same example again.

$$9=3 \times 3.$$

$$30=3 \times 5 \times 2.$$

The factor common to both is 3, therefore 3 is the number sought.

Again—Required the greatest common measure of 84, 96, 144.

$$84=2 \times 2 \times 3 \times 7.$$

$$96=2 \times 2 \times 3 \times 2 \times 2 \times 2.$$

$$144=2 \times 2 \times 3 \times 3 \times 2 \times 2.$$

The factors common to all the numbers are 2, 2, 3. Therefore, $2 \times 2 \times 3=12$ —the greatest common divisor.

Besides the superior elegance of this method it is very valuable in its effects. Pupils thus early become familiar with factoring. In higher arithmetic and algebra this is a great help to them. Perhaps we ought to have more concern for the future in choosing methods of explanation in the elementary processes. "Every little helps" is true in the formation of correct habits in figures. If boys learn to *factor* easily in finding the greatest common divisor and least common multiple, they will find the road through the formula in algebra somewhat easier than it would otherwise be.

T.

ORTHOGRAPHY.—Those teachers who introduce written exercises in orthography may like the following sentence for practice :

"The best right of man is the right to write what is right about the marriage rite :"—a sentence more remarkable for the recurrence of similar sounds than for any sensible idea.

PRECISION.

The "COUNTRY PARSON" in his "Recreations," has a chapter on the "Art of putting things," in which many things are truly and happily said, but after all, in the long run, he puts things in the best way, and shows himself the master of the art, who puts them with the greatest precision—puts them just as they are.

Few things more clearly indicate a cultivated mind, than the power of precision in thought and statement; and few things have more to do with the matter of cultivation than the habit of precision. In every department of life, precision is essential to eminent success. If a man is to address us, whatever else he may lack, we wish him to speak clearly, to make his statements and draw his conclusions with exactness. To such a speaker we seldom tire of listening.

The mind delights in clear thoughts and exact statements, and it soon grows weary of any other. On the other hand, it is pleasant to speak when the thing to be said is distinctly in mind and we feel ourselves masters of the Art of its clear, and precise statement. Precise statement is the basis of all valuable discourse—of all genuine oratory. Lacking this, however beautiful the language, however fine the imagery, and however much it may excite the wonder of a gaping crowd, it can never satisfy the mind, or accomplish any high and worthy result. So whatever we have to do, be it on the field, or in the Cabinet, be it in the professions or the arts—in commerce or finance—in mechanics or husbandry, be it the work of the head or the hand, precision is the precursor of success.

The world is full of controversies, confusions and failures, and a very large share of them come directly from a want of precision in what is said and what is done. There is hardly a habit, not purely moral or religious, that

merits more careful cultivation than this of precision. In the whole matter of education, and at every step of it, it should be insisted upon and secured. Is a rule to be repeated, let it be repeated in the precise words of the author. Is a problem to be solved, let precision mark every step. Is an abstract to be given, let it be given in words that convey the precise meaning of the author. Is a sentence to be translated, let the rendering be with constant and precise reference to the laws and idioms of the language—such precise reference that a scholar would instantly detect the original from which it came.

Allow looseness, vagueness no where. Insist upon precision from first to last, and the habit thus formed will be better than gold. In order to this, the teacher himself must be a model of precision in word and act, in time and manner.

Your correspondent, M. H. B., has an article on *Promptness*, to every word of which I subscribe. But promptness, without precision, is a swift way to error and ruin. Promptness and precision combined, form a character, which, along with sound sense and a right heart, is at a premium, the world over—a character, to which, failures are unknown. Let *promptness* and *precision* be required of every scholar—promptness so far as possible, *precision* always.

C. C. P.

“AUTUMN would fain be sunny,” says a modern poet, and he adds that we

“some months hence

Will say, ‘this autumn was a pleasant time,’

For some few sunny days ; and overlook

Its bleak wind, hankering after pining leaves.”

Artemus Ward, in speaking of the newspaper of his village, says that “the advertisements are well written, and the deaths and marriages are conducted with signal ability.”

THE MANAGEMENT OF ACADEMIES.

NUMBER FOUR.

Ham.—Will you play upon this pipe?

Guil.—My lord, I cannot.

Ham.—I do beseech you.

Guil.—I *know* no touch of it, my lord.

Ham.—'Tis as easy as lying: govern these ventages with your fingers and thumb, give it breath with your mouth, and it will discourse most eloquent music. Look you, these are the stops.

Guil.—But these cannot I command to any utterance of harmony; I have not the skill.

Ham.—Why, look you now, how unworthy a thing you make of me? You would play upon me; you would seem to know my stops; you would pluck out the heart of my mystery; you would sound me from my lowest note to the top of my compass: and there is much music, excellent voice, in this little organ; yet cannot you make it speak. 'Sblood, do you think, I am easier to be played on than a pipe?

Hamlet, Prince of Denmark, Act 3, Scene 2.

Such is the complication of human affairs, that to enable one thing to be done it is requisite to know many things.

Mill. Logic, Intr., 2.

I do not intend to prove that it is requisite to excellence in teaching, that the teacher know what he is about. The arguments to show this have been repeated too often to need rehearsal now. But it is proper to note, why the Academy, through faulty management, is one of the chief promoters of bad teaching in our common schools.

In the present condition of things, the teachers of the common schools in the rural districts throughout the country will know their business only as an art.

To understand the science of teaching requires more knowledge and a knowledge of higher things than one of a hundred of them can obtain. The practice of an art is

learned chiefly by imitation. Something may be learned by observation during practice; the suggestions found in books are valuable when they lead to more careful observation; otherwise they are worthless. Who do our common school teachers imitate? Their former teachers; usually the ablest, and these are the teachers they found in the Academy.

The Academy then is responsible more than any other agency for the character and success of our Common Schools.

Did you think of that my fossilized old trustee, did you think of that, when you gave the place he now disgraces to that young man, who, after spending four years at college, has nothing to show for it but soft hands and a goatee, a debt and a diploma, or if he has some other acquisition, most certainly told you that he proposed to teach only to obtain the means of studying a profession?

Herein lies the fault, that while many of the leading spirits of our land feel the strongest educational influences they are subject to in an Academy, and while nearly all our Common Schools are directly affected by the style of instruction there given, so little care is taken to secure suitable superintendence over and instruction in them.

I will not complain that weak and unfaithful men are sometimes found in them, for such are found in all the walks of life; but I do complain that these places of important trust are constantly committed not merely to men who have no special qualifications for their work, but to men who openly declare that it is not their purpose to attain to any such qualification, for what else is it for a man to say he intends to teach only for a year or two, till he can obtain the means to enter upon the study of a profession, than to say that he does not propose to become a master in the work he now engages in?

Skill in teaching may sometimes come by nature, but a full understanding of the business does never so come. To know the laws of mind and of mental development, to know sciences and languages intimately enough to be enthusiastic in presenting them, to know in what aspect these are most readily and widely applicable to practical affairs, and in what aspects they are most conducive to genuine mental growth; these things do not come by nature, but are attained unto only by hard and long continued toil.

Now the man, who after considering what station he is best fitted for, and in what he can do most good, has chosen teaching for a profession; the man whose hopes for a comfortable support during active life and a sufficient store for his old age; the man whose hopes for a valuable reputation with the people, and honorable mention among his professional brethren, all depend upon the excellence he attains to in the business of teaching, is the man, who will apply himself to this labor, and become master of such science of instruction as there is, and a proficient in the exercise of the vocation of teacher. While the man, the immediate object of whose labor is money, and the remote object a profession, has no more fitness to start with than the other, and lacks the motives which spur most men to earnest effort. But the desire to obtain means to prepare for entry into some other employment is an incentive to excellence. True; but it prompts not to the best excellence. Immediate success and permanent success are usually gained on different grounds. The one is pretentious, hollow, the other modest, solid and sound to the core. He who only teaches to gain enough to help him to something else, cannot wait the slow coming of the truest success.

But if the teachers of our Common Schools can be but artists, why not let the teachers of our Academies be but artists also? The professors of our Colleges will understand the science of teaching if there be any such. Science begets art; art does not propagate. To acquire a genuine life, the teacher of the common school needs come in contact with a life that is self fed. The moon shines on us gloriously; but it is the sun that clothes the earth in beauty, and makes it glad with the voices of beasts and birds, of winds and waters. The teachers of our Academies should be all luminaries, men able in their profession, model teachers. How far this can be the case while mere youths only are employed, and that for but a short time in a place and at a starving compensation, consider, ye, whose business it is. WARD.

“Boy, why don’t you go to school?”

“ ‘Cause, sir, daddy is afeared that if I larns anything now, I shan’t have anything to larn when I come to go to the ‘cademy.”

PUNISHMENT IN COMMON SCHOOLS.

The following incident which occurred under the observation of the writer, is worth numerous discussions of the "vexed question." We cut it from a Western paper. "A lad of some 15 years in school, was once requested by his teacher to do something which did not accord with his personal feelings at the time, and rising promptly to his feet with an unblushing face, and a daring which under other circumstances, would have made him a hero, replied with a loud oath that he would not do it. Where was ever a graver and more inexcusable offence given in the school room? Yet the teacher made no reply to him, but controlling himself by a strong effort, while the lad was yet on his feet looking him full in the face, and the school waiting quietly to be dismissed, he said quietly: "Scholars, we all respect C——; he's a noble-hearted boy, but just now, his passion is a traitor to his reason. He has said that which he will repent of in a short time, and as a special favor to me, I want each of you to promise that you will not mention his offense to any living person, and that you will forgive him his offense to you, as I forgive him his offense to me. He has injured himself most deeply, and his suffering will be keen enough if known only to himself. How many promise?"

Every hand went up, and with the motion he resumed his seat, laid his head upon his arms, crying and sobbing like a child. His father was sent for, and with tears almost of despair, he acknowledged his inability to control his son. Said he: 'I have done everything. I have whipped him beyond all conscience; I have knocked him down, kicked him, sworn at him, and shut him up alone for days, but when it is all over, he stands before me unconquered as though he were my master.' Here was a key to the boy's character. He carried the scars of a vet-

eran, and to expect him to quail before opposition, would be like expecting an iceberg to be shattered by an autumn frost. But his own daring, when turned fully back upon him, conquered him, and he became one of the kindest and gentlest boys that ever entered the school room.

I know such cases are not frequent, and that this should not be taken as a criterion by which to judge other teachers, but I also know that when an offense like this can be met and disposed of without compromising the dignity of the teachers, or the school, or putting the offender to the public indignity of the lash, *smaller* offenses can be more easily disposed of, and the offenders reclaimed without violence."

PRACTICAL TEACHING.

NUMBER FOUR.

Probably there is no single branch of study in our common schools, in the teaching of which more errors are noticeable, than in that of Geography. I am glad that the subject is receiving more attention at our educational meetings, and that some improvement is already manifest in our schools. I am not one of those however, that can conscientiously censure our teachers as a class. With very few exceptions, they teach this branch as well as they know how, and inculcate, to the best of their ability, just the knowledge, and in just the same manner, to a very great extent, in which they received it from their teachers. The progress of our age justly demands a great improvement upon this method. We all understand how Geography has been taught, with but little change, for the last half century. It begins with a very general description of the Earth, noting some of its more important characteristics; then follows an outline of the greater divisions of its surface, and lastly, a very cursory glance at the main features of the United States. This embraces the whole, and most of our teachers feel in duty bound to teach the text book *verbatim et literatim*.

Now I consider very much of the time devoted to this, as uselessly spent; and one reason is the want of a proper text book. As yet, I have never seen a right book; I would not denounce

our present work *in toto*. I like many of its general features, especially the "First Step" and "Primary," but the dry and uninteresting detail of the other books tends to discourage and disgust, rather than interest and instruct, and in my humble opinion, they should never be forced upon the attention of scholars in our common schools. I am quite certain if our scholars were properly taught, even when they left the lower schools, they would have no occasion to learn the location of every insignificant town in the Union, or every hamlet in Asia or Africa. We commence at the *wrong end* of the science. At the first step, we attempt to expand the mind of the child, so that he can grasp the world in his imagination; then gradually diminish our scope and perhaps in time, reach the child's own state, county or town. Now this is contrary to reason and common sense.

It would seem more in accordance with the nature of the mind and the true meaning of the term educate, to adopt something like the following course. To first teach the child in the school room, to bound objects, to learn perfectly the cardinal directions, make him familiar with the scenes, the hill, the valley, the brook, or even the mountain and river of his own neighborhood, and teach him what they are, so that he may distinguish them in any other portion of the town or State. Then gradually expand his researches into adjoining districts until he has become familiar not only with the natural features of the land, but with the soil and products, and natural curiosities of any part of the town. Take now the general features of adjoining towns and by this time, he is qualified to study the History and Geography of his own State, which should be properly adapted to his wants as a beginner. Keep him here till he becomes thoroughly acquainted with his native State, then expand his ideas and teach him that his own State is not all the world—and carefully lead him to a study of other States and other countries, until by this natural process of unfolding, he has grasped the whole world. This it seems to me, is the only true, natural and successful method that we can adopt. To this end, all that we need at first, is a simple child's book of the Geography of Vermont, to be followed by a more particular Geography and History of the State for advanced pupils, and then a simple but comprehensive work adapted to our times, constructed upon the *expanding*; not the *contracting* principle. I have thus

imperfectly given my views upon the true method of teaching Geography. The subject is by no means exhausted, and should be constantly brought before the teachers of our State. May we not hear from others who are interested and capable of giving more minutely than I have, the merits of the method to which I have so hastily alluded—for it is only by this way of hearing and comparing different systems, that we can, as a class of teachers, expect to be greatly benefited.

D. M. C.

EXAMPLE OF THE GRINDSTONE.

MR. EDITOR: I send you another explanation of the grindstone example that was called for in a former number, and also explained: You can act your judgment about giving it a place in your columns?

See example 22d, page 394, Greenleaf's Higher Arithmetic.

All similar surfaces are to each other as the squares of their like dimensions :

Each of the arcs bounding the respective shares, must be considered as the circumference of a circle. Then the surface within each circumference is a circle, and circles are similar figures—therefore, the circle represented by the shaft, is to the whole circle, as the square of the semi-diameter of the shaft is to the square of the semi-diameter of the whole circle, or as 4:400. Now as 400 is the representative of the whole circle and 4 the representative of the shaft, $400 - 4 = 396$ the representative of all their shares and $396 \div 4 = 99$ the representative of each man's share. Then $400 - 99 = 301$ the representative of what remains after A has ground off his share, & the square root of 301 is 17.349+, the semi-diameter, after A takes his share. Then $20 - 17.349+ = 2.651+$, A's part of the semi-diameter. Now $400 - 99 + 99$, the representatives of A and B, equals 202 and $\sqrt{202} = 14.212+$ which subtracted from 17.349+ gives 3.137+, B's share. Then $400 - 99 + 99 + 99 = 103$ & $\sqrt{103} = 10.148+$, & $14.212+ - 10.148+ = 4.064+$, C's share; subtract the semi-diameter of the shaft which is 2 from 10.148+, and it leaves D's share, 8.148+.

It will be observed that we reckon to the centre of shaft each time, to preserve the form of a circle. N. L. B.

EDITORIAL DEPARTMENT.

THE SIXTH ANNUAL REPORT OF THE VERMONT BOARD OF EDUCATION, with the Secretary's Report, is on our table. The Report of the Board is brief, but satisfactory. The Secretary's Report contains his "official doings," with a record of the Teachers' Institutes held, and remarks upon the same. Next comes "Remarks of Town Superintendents," and accompanying remarks by the Secretary, relative to parents, teachers, pupils, school houses et cetera. To all this is appended essays and remarks by distinguished gentlemen, upon the "Architecture of our school houses," "Studies pursued in our schools, and "Music in the schools." The whole makes a pamphlet of 144 pages, much of it in fine print. Like the previous reports of Mr. Adams, this is full of interesting and important matter. We should be glad to reprint largely from its pages, but at present can only allude to a few statistics here given as to the condition of our schools. During the past year there have been sustained 14,500 weeks of school under male teachers and 51,065 weeks under female teachers—817 weeks more than the previous year, notwithstanding the distracted condition of the country, drawing so largely upon the resources of our State.

The increase in the number of *female* over *male* teachers, is a fact worthy of notice. The proportional increase of female schools, the past over the previous year, is 3,717 weeks. A positive gain, whatever be the cause, if these teachers have been well selected. The amount of money paid both male and female teachers, the past compared with the previous year, was \$3,952 *less*. This falling off in the wages of teachers is doubtless owing to the fact that females receive less than male teachers. And why should it be so, when they are as well qualified and perform an equal amount of labor. There is no justice in this demand for *unpaid* service. If the young man from the Academy or College, can earn \$20 per month, the young woman from the Seminary who has equal qualifications and equal ability, should have the same. Why not? Her education has been as expensive and as thorough as his. Then let her efficiency and her rights be acknowledged. We are thankful that they have been acknowledged as

seen in the fact that "The wages of male teachers has diminished more than the wages of females," during the past year.

Number of pupils attending school between 4 and 18, as reported, is 3,707 more than the previous year; cases of tardiness, 857,452, [whose fault?]; number of dismissals, 109,144; scholars having no absences, 6,841; number of blackboards, 2,449—and no more, in "three thousand schools?" But even this is a decided improvement. We remember the time when one of our school agents objected to having a blackboard put up in the school room, because, he said, "it would take the attention of the scholars from their studies!" The number of pupils *whipped*, 7,401. Did no more of the 90,000 need *such* punishment?

On the whole, we have much reason for gratitude and encouragement, in view of the fact that our schools have not only held their own, but actually made decided progress, during a year of unprecedented public excitement and trial. Let us renew our efforts to urge on the noble cause, in our noble State.

THE LAST FOSSIL FOUND.—The following item from our Legislative report affords gratifying evidence that this *Genus* among our lawmakers, is soon to become extinct.

"MR. NELSON, [from Orleans Co. we presume,] moved to strike out the 109th section providing that the two days which a teacher may spend in attending teachers' institute shall be considered as time spent in the service of the district. After debate the amendment was disagreed to by 2 to 21."

He and his fellow would make our teachers stay away from the Institutes, or pay for their *two days* time! Generous souls! They ought to have a gold medal as a memorial of their fidelity to their constituents! They would *economise* in these "hard times!" But 21 Senators differ from these gentlemen, in opinion, and *vote them down*. The school law "still lives."

ORLEANS CO. TEACHERS' ASSOCIATION has recently held a spirited annual meeting. The lectures and discussions were of high order, and the resolutions passed glow with noble sentiments. A committee of 15 were appointed to canvass the county for subscriptions to the School Journal. We wish we could publish friend Camp's interesting report in full, but want of space forbids.

THE SCHOOL JOURNAL.—Shall its publication be continued? The question is for its friends to decide. If they desire to have

it live, let them send in the names of new subscribers. Send the names now, and the cash on the reception of the first number of Vol. V.

WHO ARE EXPECTED TO WRITE FOR THE JOURNAL?—Our contributors and *any others who are able and willing*. If we continue our labors, we invite *all* to assist us in the way proposed, reserving the right always, to reject such articles as *we* deem unsuitable for our columns.

"Some articles find their way into the Journal that ought not to be there." Very likely that some so judge. But let it be remembered that men differ in their tastes, and our critics would doubtless find the same difficulty were *they* in our chair. We do the best we can, under the circumstances, and shall be very happy to resign, when a more competent editor will assume our responsibility and pledge himself to carry this enterprise through.

BRIEF CORRESPONDENCE.

Nov. 10, 1862.

MR. ORCUTT:

DEAR SIR: Since I left the school at T., have been studying medicine. As I do not care to study more than three hours a day, I take the liberty to inquire if you would not like to employ me in your school the coming year. If you are in want of a male teacher I think I can, with my experience, do *as well* as any other person. In case you would like to learn anything in regard to my abilities please address Judge S. and H. F., D. D. of T., Rev. S. A. of G., Rev. M. C. of B. They have all attended my examinations a number of times. If you should feel inclined to give me employment, I think we can make arrangements so that the salary shall be no obstacle.

Yours with respect,

G. E. L.

GLENWOOD, Nov. 11, 1862.

DEAR SIR: Your application of yesterday is received. In reply allow me to say, I now employ four male and eight female teachers in my school. I need no more assistance at present, and when I do, I must always give preference to those who devote *all* their time and strength to the profession of teaching. I do not call in question your ability as a teacher, or fidelity in that employment.

No man can do as well who makes teaching a mere *stepping stone* to another, and (to him) more desirable profession.

Yours truly, &c.

HIRAM ORCUTT.

FREE ENTERTAINMENT AT PUBLIC MEETINGS.—The following extract from the Springfield Republican, from its account of the late meeting of the "American Board," fully illustrates the working of proffered hospitality to *every body* who may choose to accept of reduced railroad fare, to attend public gatherings. It expresses one reason why the "American Institute of Instruction" will no longer solicit such hospitality of the city or village where their annual meetings are held: "As will always be the case where large numbers of people come together, with the inducements of free entertainment and reduced railroad fare, some of our visitors came to have a cheap "good time," with little or no interest in the objects which drew the thousands of Christians together. But we think there were fewer than usual of that sort of people. The newly married couple was here on its bridal trip, and they made a very pretty show on the streets, but we do not learn that they gave the light of their presence at any of the meetings. The gentleman who spoke in advance for entertainment where he and his delicate wife could have the use of a family carriage, we hope found all desirable means of comfort and recreation. The gentleman and lady with a two months infant, it is to be hoped, found the desired conveniences near the church; and the delicate youth who gave notice that a bathing room would be essential to his comfort, probably obtained at least plenty of soft water and crash. If there were others who interpreted hospitality to mean the opening of free hospitals, we trust they were properly taken care of, for there were so few of the sick and wounded, the lame and lazy, quartered upon us, that we could afford to do the handsome thing by them just for the fun of it. The week would have lacked its comic aspect without them."

PRACTICAL ARTICLES.— "Commend me to an old soger for shootin'," was the Shepherd's exclamation when a volume on Sporting, written by an Army officer, was put into his hands. An Army officer may not necessarily understand the "bagging of game," (we do *not* refer to the Federal Army on the Potomac as evidence of our position,) neither can every writer of readable articles write for a School Journal. The results of experience and the statement of the practical questions that arise daily to perplex an earnest teacher, are worth unspeakably more than many elaborate but untested theories.

We aim to make the Journal thoroughly *practical*, and thus eminently useful.

AN EXCHANGE SAYS: In the university of Vermont, some years ago, a student was asked to translate the following well known passage in Horace:—

"Equum memento arduis in rebus
Servare—"

which the ingenious lad rendered, without great violence to the words of the author, thus—"Remember to keep a pony for difficult passages!"

THE AMERICAN BIBLE SOCIETY, during the month of September, printed 175,000 volumes, (mostly testaments for the soldiers.) This was an average of 6,500 copies per day, and *eleven copies per minute* for working time.

The "*American Educational Bureau*," is an energetic and reliable Agency for supplying Families and Schools with instructors, and teachers with situations, books and apparatus. Any Teacher who shall send *one dollar* to Smith, Wilson & Co., No. 561 Broadway, N. Y., will secure the benefit of this Agency for four months, and a copy of the Vermont School Journal for one year.

VERMONT TEACHERS ASSOCIATION.—The next Annual Meeting will be holden at Rutland, the Second Thursday and Friday in Jan. 1863. Due notice will doubtless be given officially, with order of exercises.

TOO LATE.—That earnest appeal for the continuance of our School Journal, designed for publication in the Dec. No., did not reach us until its form was made up. We thank our correspondent for his good opinion and good wishes.

OUR BOOK TABLE.

Student and School Mate.—This is a capital monthly designed for the *Young Folks*. Each number contains a *speech*, a *dialogue*, and a *piece of music*, and is full of other interesting matter. It is equally adapted to boys and girls. Every family should have a copy of the *Student and School Mate* and *Youth's Companion*. Address *Galen, James & Co.*, 15 Cornhill, Boston' Mass.

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WARREN'S GEOGRAPHIES.—The *Primary*, *Common School* and *Physical*. These are decidedly the best text books of the kind we have ever used. And we say this after having tested two of them thoroughly in the school room. It will be seen by the advertisement in this number of the Journal that they are extensively in use, in this and other countries.

"*Godey for December*" is a "*Christmas Number*," and full of "*Embellishments*." Renew your Subscriptions—Now is the time

for Clubs. Address L. A. Godey, 323 Chestnut St., Philadelphia. Pa.

The New Englander for October.—An excellent number. The writers are Prof. J. Bascom, Williams College; Rev. R. Palmer, D. D. Albany, N. Y.; Hon. T. Farrar, Dorchester, Mass.; Moses Tyler, A. B. Ponghkeepsie, N. Y.; Rev. G. B. Bacon, Orange, New Jersey; Rev. W. I. Budington, D. D., Brooklyn, N. Y.; Rev. N. H. Eggleston, Stockbridge, Mass.; Prof. T. A. Thatcher, Yale College. Only \$3 per year. Address W. L. Lingsley, New Haven, Ct.

PETERSON'S MAGAZINE.—We are in receipt of this popular Lady's Magazine for December. It is a splendid number. The title page for 1863, containing portraits of the chief contributors, is very handsome. "Peterson" will be greatly improved in 1863. It will contain 1000 pages of double column reading matter; 14 steel plates; 12 colored steel fashion plates; 12 colored patterns in Berlin work, embroidery or crochet, and 900 wood engravings, *proportionately more than any other periodical gives*. In 1863, Four Original Copyright Novelets will be given. Its Fashions are always the Latest and Prettiest! Its price is but Two Dollars a year, or a dollar less than Magazines of its class. It is the Magazine for the Times! To clubs, it is cheaper still, viz:—three copies for \$5, five for \$7.50, or eight for \$10. To every person getting up a club, the Publisher will send an extra copy gratis, as a premium, or a large sized mezzotint for framing, "Bunyan Parting from his Blind Child in Prison." Specimens sent (if written for) to those wishing to get up clubs.

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